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ABSTRACT

This research report presents the results of a survey of public libraries that serve areas where populations are 25,000 or fewer individuals. The long range goal of the study was to gather data that would help to initially describe some of the circumstances in which and because of which rural information services exist and endure. Questionnaires were mailed to 1,111 public libraries chosen from the American Library Directory, 1980. The data are based on a final sample of 666 respondents (60%) and are divided into two parts: Sample A represents the total number of responses and Sample B is a sub-set (N=234) representing libraries in communities of 2,500 or fewer individuals. The report includes information on type of library, patron populations and their information needs, staff members' positions and education, volunteers, budgets and sources of funds, library services, policy statements, types and number of reference questions asked, procedures for dealing with reference questions that cannot be answered, daily work breakdowns, equipment available, hours of operation, online services, and problems in providing reference services. Regional statistics are analyzed and shown in relation to national averages. The survey instrument and a 25-item reference list are included. (THC)

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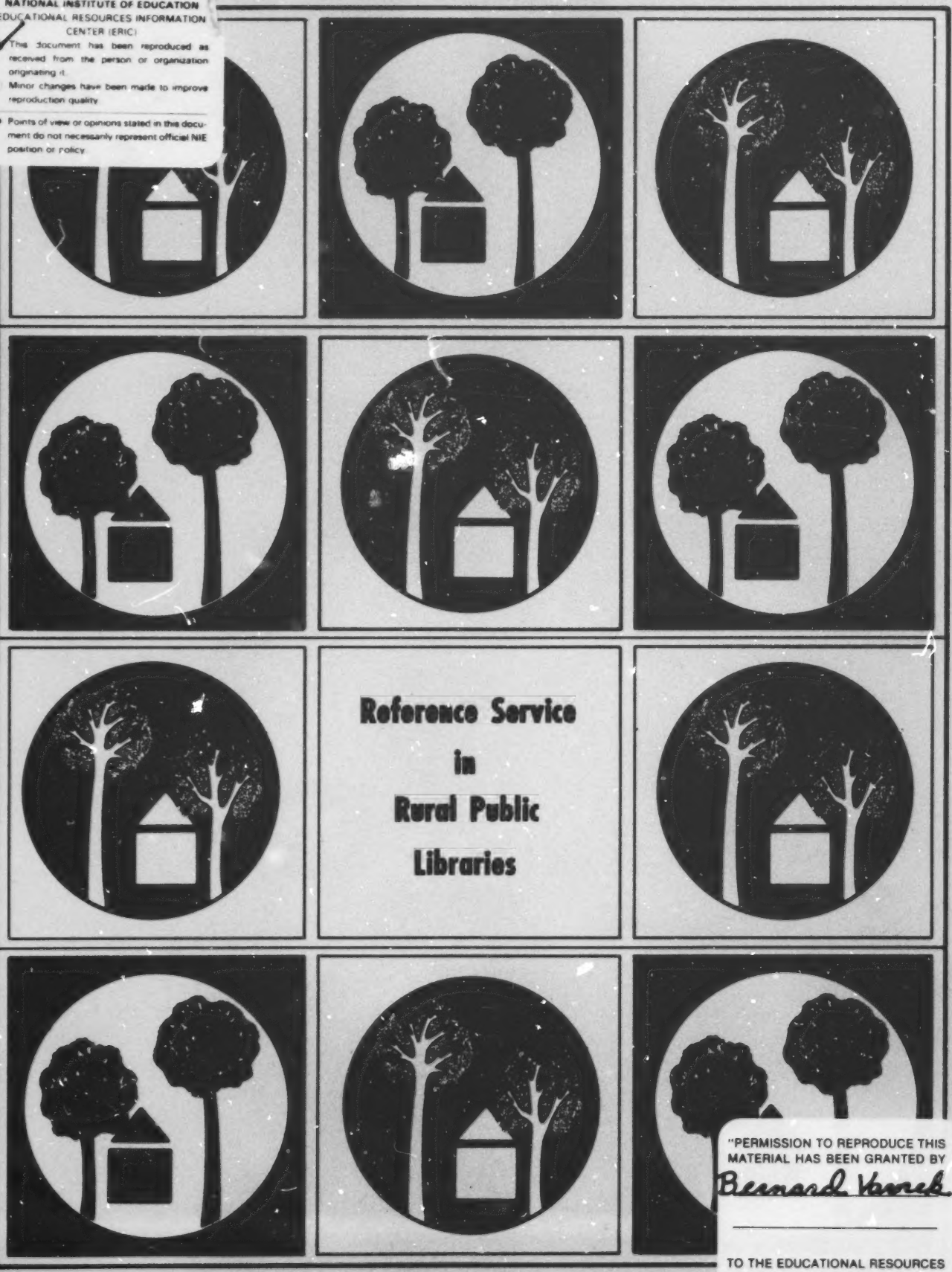

Reference Service in Rural Public Libraries

LR050883

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"REFERENCE SERVICE IN RURAL PUBLIC LIBRARIES"

Bernard Vavrek

November 15, 1982

School of Library Science

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"Preface"

This publication is dedicated to the Board of Directors of the H.W. Wilson Foundation and particularly to Jim Humphry and Leo Weins, who displayed confidence and support for the nature of this research.

Special appreciation must be noted for the critical contributions made by Nancy Caupp, Leslie Corey, Steve Herb, Susan Kizzire, Karen Orlando, Karen Saunders, and Becky Sheller. Without the involvement of these graduate assistants, this project would have been impossible. Mike Jaugstetter deserves particular praise because he has continued with this project to its conclusion.

Also, the contributions provided by the following list of distinquished librarians were, likewise, essential to the success of this project: Bob Case; Tom Childers; Jean Ferguson; Andy Hansen; Donald Jay; Bill Katz; Gerry King; Mary Jo Lynch; Anne Mathews; and Sally Trace.

Special recognition must be offered for the typist (and wordprocessor), Patty Alworth, who created legible records from masses of scribbled notes.

Finally, this project could not have been accomplished without the cooperation and contribution of my friend and colleague, John Head.

INTRODUCTION

This research project developed out of two circumstances: first, the report, in 1961, issued by the Reference Services Division of the American Library Associated entitled, Reference Service in American Public Libraries Serving Populations of 10,000 or More[1]; and, second, the activities of the Center for the Study of Rural Librarianship, which have attempted to bring national attention to the distinct phenomena of "rural librarianship."

Interestingly, while public libraries within populations of 25,000 or fewer people represent over 80% of the total number of public libraries in the United States,[2] this "invisible giant" has been hidden behind the shadows of large metropolitan libraries and systems. This research was not viewed as a confrontation between Davids and Goliaths or meant to be a sentimental examination of the "haves" and "have nots", however. Rather the long range goal of this project was to gather data that would help to initially describe some of the circumstances in which and because of which rural information services exist and endure. Further, the assumption was that this effort at data gathering would be the beginning of a series of studies directed toward interpreting rural librarianship in general and information services, in specific. Essentially, the task was to describe the mainstream of public librarianship in America.

For the purposes of this project, the terms "reference" and "information service" will be used synonymously. Conceptually and operationally the author's definition of reference/information service denotes all of the variables that exist between the reader and the library environment which are organized to provide service. Reference/information service is assumed to be the nature of the library itself.

When my colleague John Head and I began formulating an approach at maximizing our project goal, we choose a survey instrument that had been used for research

purposes in Pennsylvania, as a workable draft document.[3] After the questionnaire was reworked and expanded, it was circulated among our external consultants for their views and suggestions. Finally, after doing some pre-testing among our library science students, an "official" pre-test was conducted by randomly selecting small public libraries from Ohio, New York and Pennsylvania. In March of 1981, 100 questionnaires were mailed and 56 were returned. Based upon our perceptions of how well the surveys were completed and the instructions understood during the pre-testing, a final examination and honing of the questionnaire was completed.

A critical concern related to the final directions that accompanied the questionnaire as a cover sheet. Because of this author's conviction about reference service, i.e., being the essence of a library, and the fact that in a small library all hands do a little bit of everything frequently without the luxury of departmental organization, a compromise was devised for answering purposes. The directions specified that if a reference librarian were available, he or she should be the responding person. Where no personnel distinctions were possible, it was requested that the data represent a consensus of the entire staff.

The sample selection was made by using the American Library Directory, 1980. The first public library on each page which met our definition, i.e., an institution within a population of 25,000 or fewer individuals, was chosen as part of the sample. The universe consisted of approximately 6797 libraries. On May 11,1981, 1,111 questionnaires were mailed with self-addressed and posted envelopes included to facilitate return. A worksheet on each library was kept in the same numerical order in which the questionnaires were mailed.

During the summer and into the early fall of 1981, a follow-up on the survey was pursued by telephone. Each individual to whom a questionnaire had been sent, and who initially failed to return the survey form, was phoned at least

once. The tribute paid to the graduate assistants in the Preface of this document was not meant to be a hollow expression of appreciation. The hundreds of phone calls that were made encouraging tardy respondents could not have been achieved without the help of those individuals cited earlier.

By September 30, 1981, 700 survey forms had been returned. For a variety of reasons, but particularly because of a coding problem, 34 questionnaires were considered invalid. The data to be subsequently reported was based, therefore, on a final sample of 666 respondents or a 60% return.

Coding sheets were devised for those questions that were amenable for computer tabulation and analysis. The SPSS (Statistical Package for the Social Science) was used as the program for generating the descriptive and analytical statistics. Mean averages were used throughout this document. For those questions which required free responses on the questionnaire, tabulation was laboriously but lovingly done in the conventional manner by our dedicated graduate assistants. To assist with the interpretation of both the descriptive as well as the inferential statistics, Pam Hufnagel provided substantial assistance as statistical consultant for the project.

For purposes of this preliminary report, references will be made repeatedly to samples "A" and "B." While on occasion the author may forgetfully or otherwise lapse into reminding the reader about the differences between samples "A" and "B," these prompts will be kept to a minimum. Sample "A" represents the total number of responses analyzed, i.e., 666. Sample "B" is a sub-set of the total (N=234) and represents libraries within communities of 2,500 or fewer individuals. For complete accuracy it is significant to remember that the populations dealt with in the survey were U.S. Bureau of the Census populations - as opposed to populations served which frequently were several times larger than the official populations. The sub-sample of 2,500 was chosen because it met the official Census definition of a rural area.

One final comment about the survey instrument is in order before preceding, however. After all of the analysis of the survey questions, both internally as well as externally to the Center for the Study of Rural Librarianship (subsequently referred to as the CSRL), including the pre-test, the sequence of the questions and the overall questionnaire format seemed to be appropriate to the task ahead. The directions were apparently logical enough to be consistently followed by the respondents. These conditions prevailed except with two questions, i.e., seven and eight which were of high interest to this author because they dealt with aspects of staffing and educational training. While questions seven and eight will be described more fully subsequently, it was ironic as well as annoying that only after-the-fact did the shortcomings of those questions appear obvious. Fortunately, then, it was only necessary to correct the weaknesses of two questions out of 33. The complete text of the survey instrument can be found as Appendix "A."

The first three questions dealt with what could be described as directory information, i.e., name, address, etc., of the respondents. Question four was, therefore, the initial one tabulated. It asked, "To what type of library system does your library belong?" The responses from Sample A are as follows:

County	156	(27.6%)
Multi-County	231	(41.0%)
Other	177	(31.4%)

Because the question somehow assumed that every library would be part of a system, it was not suprising that the "Other" category was so sizeable. Of the 155 respondents actually interpreting "Other;" 52 (33.5%) indicated "City or Town;" 42 (27.1%) noted "Library System;" 18 (11.6%) said "Library Networks;" 15 (9.7%) responded with "Independent;" 12 (7.7%) each indicated "Regional" and "District;" and 4 (2.6%) identified "School District."

Responses to question four from Sample B were:

County	46	(21.3%)
Multi-County	90	(41.8%)
Other	79	(36.7%)

The sizeable "Other" category is Sample B included a wide variety of choices. The major ones, however, were identified as "City" 21 (26.9%); "Regional" 20 (25.3%); "System" 14 (17.7%); "District" 6 (7.5%); and, "Independent" 3 (3.7%).

Question five asked the respondents to identify the type of the library in which they were working. Sample A responses follow:

Municipal	347	(52.1%)
County	126	(18.9%)
Other	185	(27.7%)
Blank (missing)	8	(1.2%)

Of those who identified "Other;" 35 (24.8%) listed "City/County;" 33 (23.4%) gave "Township;" 22 (15.6%) responded with "Regional;" 21 (14.9%) indicated "School District;" 18 (12.8%) identified "Association;" and 12 (8.5%) listed themselves as "Library Districts." Without a glossary of definitions built into the questonnaire, it was difficult to satisfactorly analyze the simlarities and/or difference between and among some of the categories cited above. Of course, the uniqueness of the public library in the United States is to a large part derived from the complexity of institutional governance around which it is organized, and the responses above reinforce this fact.

Responses from Sample B (2,500 or fewer population) to question five indicated the following:

Municipal	103	(44.0%)
County	45	(19.2%)
Other	81	(34.6%)
Blank (missing)	5	(2.1%)

From the "Other" category, 29 (36.2%) identified their library as "Township;" 16 (20.0%) gave "Association;" 12 (15.0%) listed "City/County;" 10 (12.5%) cited "Regional;" 8 (10.0%) noted "Library District;" and 5 (6.2%) responded with "School District."

Among the interesting answers to question 5, was the number of "School District" responses for the total sample, i.e., 21 (3.1%). Presumably this category identifies a statistically small but intriquing number of public/school library combinations. In the future it will be of some interest to chart the growth of this "phenomenon," which may continue to develop because of economic exigencies.

"How many miles is the closest city of over 25,000 population?," was the next question. The result of Sample A was 40 miles. For Sample B the average distance was 52.6 miles. The relevance of this question was to illustrate the magnitude and suggest the significance of geographical isolation. For the rural person and this theme will be extended in further questions, access to other cultural and information resources is aggravated by distances. Instead of a fairly convenient convergence of library/museum resources as are typically found in large metropolitan areas, all generally within the reaches of mass transportation, rural citizens must relate to alternate informational resources only at long distance - usually through the vagaries of interlibrary loan. And, of course, mass transportation in rural America consists of one's automobile.

In spite of the care that was exerted in preparing the questionnaire and the pre-test, the original data resulting from survey questions seven and eight were determined to be invalid by this author. These two questions, dealing with staffing and levels of training, can be examined in Appendix "A". The fact that question eight failed to include part-time or full-time categories, made it impossible to compare these data with question seven. Rather than use only part of the data, or eliminate the responses to both questions, it was decided to do a re-survey. Emotionally, this was a difficult thing to accomplish. Nevertheless, during the first two weeks of October, 1981, a telephone survey was conducted of approximately 16% (N=106) of the total sample of responses received.

Every sixth person who had responded to the original questionnaire was phoned and asked to verify (the original data for questions seven and eight) as well as provide additional information relating to staffing and education. The form utilized for this resurveying may be seen as Appendix "B" of this document. The categories "full-time" and "part-time" were determined by the respondents, who were also asked to provide the number of hours that staff members worked. Interestingly, the sample surveyed by telephone included the same distribution of small libraries (Sample B) to the overall sample (35%) as the original sampling. Further, insofar as question seven was concerned, i.e., in relation to the number of staff members, the origional total was 8.4 persons. The total on the resurvey was 8.7. Based on this evidence one would like to conclude that the resurvey validly represented the total.

Responses from Sample A for question seven and eight follow:

7.

	Staff Members	Helps with Reference	Hours per Week
Salaried			
Full Time	3.34	2.87	28.7
Part Time	3.18	2.01	14.0
Volunteers	2.22	0.56	2.8
Total	8.74	5.44	45.5

8. Educational background of staff.

	Full Time	Part Time	Volunteers
Staff with H.S.	0.96 (28.7%)	1.64 (51.6%)	1.10 (49.5%)
Bachelor's degree	0.78 (23.3%)	0.63 (19.8%)	0.97 (43.6%)
Master of Library Sci.	0.80 (23.9%)	0.23 (7.2%)	0.01 (0.4%)
Other	0.80 (23.9%)	0.68 (21.4%)	0.14 (6.3%)

Of those responding to the "Other" category, the largest numbers cited were: "Some credits in library science;" "Two years of college;" "Some college;" and "Associate degree." The "Other" category was not tabulated for Sample B.

Following are the descriptive statistics from Sample B (2,500 or fewer):

7.

	Staff Members	Helps with Reference	Hours per Week
Salaried			
Full Time	1.30	1.30	17.6
Part Time	1.71	1.32	10.4
Volunteers	1.74	1.32	2.3
Total	4.75	3.94	30.3

8. Educational background of staff.

	Full Time	Part Time	Volunteers
Staff with H.S.	0.45 (34.6%)	0.76 (44.4%)	0.53 (30.4%)
Bachelor's degree	0.32 (24.6%)	0.32 (18.7%)	1.00 (57.5%)
Master of Library Sci.	0.16 (12.3%)	0.13 (7.6%)	0.00 (0.0%)
Other	0.37 (28.5%)	0.50 (29.2%)	0.21 (12.1%)

Perhaps it's obvious, but the rather sad state of staffing in the libraries surveyed should be a matter of national concern. Academically trained librarians are only available in approximately one-fourth of the entire sample and less than half of that in libraries of 2,500 or fewer people - while the national average (in 1978) for all public libraries was 41%.[4]

The "Helps with Reference" category was utilized, from the data provided by the respondents, to illustrate what portions of staff positions were taken up with providing reference services. In Sample A the percentage was 62% of the total staff and for Sample B it was 83%. While it probably shouldn't be surprising that the precentage was higher among smaller libraries, considering staffs are smaller, one should note particularly how volunteers were utilized in helping with reference services - 10.3% in Sample A, but 33.5% in Sample B.[5]

Further on the matter of volunteers, the average percentages, as part of the staffing component, were 25.4% and 36.6%, respectively, for Samples A and B. Consider for comparison, however, the fact that in Pennsylvania (as of 1979) that the percentage of volunteers in the state was 43.2% of the total staff available.[6] Academically trained librarians (M.L.S.) comprised only 13.5% of the total. What weighs against Pennsylvania in this matter of staffing is the fact that it is such

a rural state[7], and the vast majority of public libraries are in small communities that are unable to provide decent wages to attract academically trained librarians.

The next survey question, nine, dealt with the official, i.e., U.S. Bureau of the Census populations of the towns in which the responding libraries were located. The average population cited in Sample A was 6,731 and for Sample B it was 1,255 people.

Figure #1, following, shows a frequency distribution of the libraries and their populations for the entire sample, i.e., Sample A.

Population Range	Number of Libraries	Percentages
1 - 499	33	5.0
500 - 999	56	8.5
1,000 - 2,499	142	21.5
2,500 - 4,999	110	16.7
5,000 - 9,999	150	22.8
10,000 - 25,000	168	25.5

FIGURE #1

In addition to and as an extension of the Census population, respondents were asked to identify the size of their service areas. For Sample A it was 23,853 and for Sample B it was 4,690 - approximately three and one-half times the Census populations in both cases. While it is somewhat difficult to adequately generalize the significance of such sizeable service areas because of the variety of different ways in which public libraries are funded across the country, in those states where financial support is not based on e.g., a county scheme, the distinct problem becomes one of attempting to collect a "fair share" from the towns, townships, etc., which comprise the service area. The major financial burden for public library support, otherwise, continues to reside particularly with the municipality in which the library is located.

Parenthetically, it is of interest to note, using Pennsylvania once again as an example, that the much hearlded growth of nonmetropolitan areas, has been essentially the growth of townships which surround municipalities as distinct

from the growth of towns and cities[8]. If this trend continues it will further exacerbate the problem of who pays for public library service.

The next two survey questions dealt with the interesting matter of the library's annual budget. For Sample A the average budget was $82,091, and the budget average for Sample B was $28,464. Frankly, the Sample A response was much higher than this author expected. Undoubtedly it was boosted because of the larger libraries in the sample. Reminding the reader that the average number of salaried staff members in the 2,500 or fewer libraries was three persons, a total annual budget of $28,464, would hardly seem an adequate level of financial support. Figure #2 shows the frequency distribution for all of the libraries in relation to budgets. Note that half of the libraries have budgets of less than $50,000.

Budget Range	Number of Libraries	Percentages
$0 - 4,999	135	20.5
$5,000 - 9,999	41	6.2
$10,000 - 19,999	77	11.7
$20,000 - 29,999	38	5.8
$30,000 - 49,999	57	8.6
$50,000 - 74,999	62	9.4
$75,000 - 149,999	128	19.4
$150,000 - 249,999	82	12.4
$250,000 - & Up	39	5.9

FIGURE #2

In relation to the sources of budgetary funds, the following data represent the totals for Sample A.

12. Sources of budget funds ($).

Local	$44,227. (53.8%)
County	21,690. (26.4%)
State	7,428. (9.0%)
Federal	2,376. (2.9%)
Other	6,370. (7.8%)
Total	$82,091.

While local support is usually recognized as the major source for public library funding, it is of some interest to note that the LIBGIS Survey of 1974 defines the national average in this regard, i.e., local support to be 75%.[9]

For Sample B, the sources for funding suggest somewhat of a reversal of the national tendency toward local library support. Although this skewness may really be caused by the fact that approximately 20% the respondents indicated that there library was "County," and that overall in Sample B 69% of the libraries belonged to either a County or Multi-County system. Sample B data for sources of funding follow:

12. Sources of budget funds ($)

Local	$ 7,292. (25.6%)
County	13,420. (47.1%)
State	4,512. (15.8%)
Federal	936. (3.3%)
Other	2,304. (8.1%)
Total	$28,464.

Question 13 asked the respondents to identify the other libraries available in the service area. While the question sought to highlight the number of libraries, there was no way to determine from the survey results, even when other libraries were present, which of these actually cooperate and/or extend the use of resources and facilities to public library patrons. School libraries, while comprising over 75% of the totals in both samples, are realistically usually not available for use to the community because of the limited number of hours most are open, i.e., only during school periods, except in cases of school/public library combinations. Also, the resources available in most rural school libraries usually provided little improvement over the variety of information accessible in the public library[10]. The results from Sample A and B follow, respectively:

13. In your service area what other libraries can be found?

Jr. or Comm. College	0.3	(5.0%)
Public/Private School	4.6	(76.6%)
Technical School	0.2	(3.3%)
College or University	0.4	(6.6%)
Special Library	0.5	(8.3%)
Total	6.0	

SAMPLE A

13. In your service area what other libraries can be found?

Jr. or Comm. College	0.2	(7.7%)
Public/Private School	2.0	(77.0%)
Technical School	0.1	(3.8%)
College or University	0.2	(7.7%)
Special Library	0.1	(3.8%)
Total	2.6	

SAMPLE B

It may be of interest to know that 49% of the libraries surveyed had only school libraries in their service areas from which to draw additional resources. Added to the fact that a city of 25,000 or larger population is 40-50 miles away, one is presented with a rather poignant reminder of the bleakness facing most rural people who attempt to access resources.

Because of the interest in realizing as much normative data as possible about the phenomena of information services in rural America, it was considered of some importance to collect at least a little information about the stalwart of rural services, i.e., the bookmobile, and the "new kid on the block," books-by-mail. The results from Sample A and B are as follows:

14. Does your library offer the following services?

	Yes	No
Bookmobile	126 (18.9%)	540 (81.1%)
Books-by-Mail	155 (23.3%)	511 (76.7%)

15. If your library has bookmobile service, is reference service provided?

Yes	No	Missing
86 (67.7%)	40 (31.5%)	1 (0.8%)

SAMPLE A

14. Does your library offer the following services?

	Yes	No
Bookmobile	47 (20.1%)	187 (79.9%)
Books-by-Mail	63 (29.9%)	171 (73.1%)

15. If your library has bookmobile service, is reference service provided?

Yes	No	Missing
31 (66.0%)	15 (31.9%)	1 (2.1%)

SAMPLE B

Although the historical model, apparently bookmobiles are starting to lose out to the mail approach of reaching customers in the libraries surveyed. This comment should not overshadow the fact, however, that over 75% of the libraries participated in neither of the two services. The data resulting from question 15 about bookmobile reference services were only of marginal value, however, since they were not related to anything specifically - such as, e.g., defining or describing actual reference services.

The sixteenth question was concerned with maximum traveling distances necessary for partons to reach the library. For Sample A the average was 14 miles and for Sample B the distance was 12.4 miles. Since this question was predicated on the service area, it shouldn't be surprising that the longer distance to travel was within the larger service area, i.e., of Sample A. Further, 35% of the libraries surveyed had traveling distances of over 14 miles.

Question 17, as far as this individual perceived things, was a key inquiry, although it was realized before the survey began that it would be a troublesome one to tabulate - and that was the case. The question asked the respondents to define reference services. This question was really a test of the librarian's philosophical and practical attitudes toward reference services. Emerging from the responses were the following categories as shown in Figure #3.

Responses	Sample A (N=360)	Sample B (N=82)
Answering Questions	142 (39.4%)	36 (43.9%)
Finding Information	109 (30.2%)	21 (25.6%)
Offering Services	79 (21.9%)	7 (8.5%)
Materials	27 (7.5%)	18 (21.9%)
Library Instruction	3 (0.8%)	

FIGURE #3

Although the categories were frequently interrelated which made it difficult to isolate the key thoughts, what did emerge out of an introductory content analysis approach, was a slight preoccupation with "Answering Questions" as opposed to a more universal objective of "Finding Information."[11] It's encouraging, however, to note that by combining "Finding Information" and "Offering Services" these concepts edged out "Answering Questions" and "Materials." Further, it's not so surprising that Sample B respondents were less inclined toward emphasizing the "service" mentality of reference work than Sample A respondents. Reference service in the small library is a very practical matter.

The next two-part question (18) was asked to determine the respondents conceptual and practical orientation toward reference service and particularly the degree to which these concepts and services were available in any documented fashion. Unfortunately, it was not surprising to find that 88% of the respondents in both samples did not have written policy statements. While the document "Commitment for Information Services: Developmental Guidelines"[12] was promulgated in 1976 and then revised in 1979, its impact is still to be felt on a national level. This is not only true for rural librarians in public libraries, however. It is a weakness of all types of libraries wherever they are located. Without a written policy, which is intended both for the benefit of the library staff as well as the patron's benefit, reference service will continue to be an ambiguous activity for all who are involved. The data resulting from Sample A and Sample B follow:

18. Do you have a written reference policy statement on the reference service that you offer?

Yes	No
77 (11.6%)	589 (88.4%)

(a) If "yes" did you consult any published standards or guidelines to make up your policy?

Yes	No
45 (58.4%)	32 (41.6%)

SAMPLE A

18. Do you have a written reference policy statement on the reference service that you offer?

Yes	No
27 (11.5%)	207 (88.5%)

(a) If "yes" did you consult any published standards or guidelines to make up your policy?

Yes	No
16 (59.3%)	11 (40.7%)

SAMPLE B

The impact of the next question, number 19, which dealt with whether or not the respondents had a policy against answering specific types of questions, was lessened by the fact that so few individuals actually had written policies to direct their actions. Only 189 respondents (28.4%) of Sample A answered "yes" to question 19 and 477 (71.6%) answered "no." In Sample B 33 (14.1%) answered "yes" and 201 (85.9%) answered "no." While those responses can hardly be considered evidence of restrictive attitudes of providing service, in the absence of written policies better than normal marketing skills would have to be utilized to inform the public of available library resources and services.[13]

While question 17 was oriented toward seeking the respondents to define reference service in "their own words," the next question sought to determine operationally what reference service meant to the individuals involved in the survey. Students of reference service may not be surprised at the results of Sample A, that follow because they are certainly not unexpected. But one should note, for example, that in addition to response "e," answers "f" and "d" also show some lack of popularity when compared with the other responses.[14]

20. Which of the following does your library provide?

	Never	Occasionally	Standard Service
(a) Directing patrons to community resources	17 (2.6%)	186 (27.9%)	463 (69.5%)
(b) Assisting patrons in selecting books	3 (0.5%)	42 (6.3%)	621 (93.2%)
(c) Helping people find answers	4 (0.6%)	32 (4.8%)	630 (94.6%)
(d) Tours of your library	31 (4.7%)	211 (31.7%)	424 (63.7%)
(e) Preparing bibliographies for patrons	242 (36.3%)	335 (50.3%)	89 (13.4%)
(f) Giving individual instruction in library use	32 (4.8%)	252 (37.8%)	382 (57.4%)
(g) Answering telephone questions	30 (4.5%)	50 (7.5%)	586 (88.0%)

SAMPLE A

The results from Sample B, seen below, are a little more revealing than Sample A - not only in relation to responses "e", "f", and "d" - but also in relation to "a." It's interesting to note the uncertainty shown about "Directing patrons to community resources." Only slightly more than half of the respondents direct patrons as a standard service.

20. Which of the following does your library provide?

		Never	Occasionally	Standard Service
(a)	Directing patrons to community resources	10 (4.3%)	94 (40.2%)	130 (55.6%)
(b)	Assisting patrons in selecting books	1 (0.4%)	26 (11.1%)	207 (88.5%)
(c)	Helping people find answers	2 (0.9%)	22 (9.4%)	210 (89.7%)
(d)	Tours of your library	18 (7.7%)	88 (37.6%)	128 (54.7%)
(e)	Preparing bibliographies for patrons	125 (53.4%)	84 (35.9%)	25 (10.7%)
(f)	Giving individual instruction in library use	21 (9.0%)	102 (43.6%)	111 (47.4%)
(g)	Answering telephone questions	23 (9.8%)	33 (14.1%)	178 (76.1%)

SAMPLE B

The 21st question, shown below exactly as it appeared on the questionnaire, was directed at gathering data about the number of reference questions asked on a weekly basis in the library. Tacitly, it was assumed that these questions were also answered. Testing degrees of accuracy was really not an objective of this first survey, however.

21. Do you keep a record of the number of questions asked? Yes _____ No _____
Even if you do not keep a record, give the best estimate for the following:

Type of Question	Average number of questions per week (1980) In Library	By Telephone
(a) Directional (Questions which help in locating things in the library. EXAMPLE: "Where is the telephone directory?")	_____	_____
(b) Reference (Questions which may include the use, knowledge or interpretation of information sources. EXAMPLE: "What is the population of Chicago?")	_____	_____

Below are the responses from Sample A followed by Sample B for question 21.

Yes	No	Missing
258 (38.7%)	406 (61.0%)	2 (0.3%)

(a)	Directional questions asked (weekly)	110 (42.3%)
(b)	Reference questions in library	100 (38.4%)
(c)	Reference questions by phone	50 (19.2%)
(d)	Total of questions per week	260

SAMPLE A

Yes	No
65 (27.8%)	169 (72.2%)

(a)	Directional questions asked (weekly)	61.1 (51.7%)
(b)	Reference questions in library	41.3 (34.9%)
(c)	Reference questions by phone	15.7 (13.3%)
(d)	Total of questions per week	118.1

SAMPLE B

The results of survey question 21 must be considered somewhat "soft" because of the fact that a majority of the individuals surveyed did not really keep records of their reference questions.[15] Although a professionally depressing matter, i.e., that records were not kept, it was still considered of some value to have an approximate sense of the number of questions that were asked on a weekly basis. The following frequency chart provides an examination of the number of libraries in relation to the total number of reference questions asked. Sixty two percent of the libraries recorded 99 or fewer questions/week.[16]

SAMPLE A

Total Questions Per Week	Number of Libraries	Percentages
0 - 9	149	22.6
10 - 49	149	22.6
50 - 99	108	16.4
100 - 199	112	17.0
200 - 299	46	7.0
300 - 399	34	5.2
400 - 499	15	2.3
500 - & Up	46	7.0

FIGURE #4

By using the number of hours the libraries are open and data from question 21, an average of 6.7 questions were asked each hour in Sample A. In sample B the average would be 4.7 questions/hour. While the number of question may seem small, the reader is again encouraged to consider the environmental restraints with which rural staff members must deal. Also question 26, to be considered shortly, may shed some further light on this issue when it is reviewed.

The next series of survey questions, i.e., beginning with number 22 through number 27, are concerned with the types of reference questions identified by the respondents as being characteristic of their libraries and techniques for answering them. Question 22 follows:

22. Do the reference questions that you receive fall into a few major types? Please identify three of these, listing them from questions more frequently asked to those less frequently asked.

(a) _____

(b) _____

(c) _____

The following data (Figures #5 & #6) are meant to graphically illustrate the responses to question 22. This was made somewhat difficult by the fact that 23 different types of questions were recorded. It should not be surprising to the reader that "Homework/Research" was first as the largest category. One will

remember, previously, from question 13 that other than the public school library none other was readily available to provide resource assistance. Once school hours are over the only resource for students completing school assignments is the public library. This author can recall the comments of a teacher/librarian who lived in the "country" and indicated that students frequently phoned him in the evening to use his personal set of encyclopedia because no other "library" was available. Figure #5 represents the "a," "b," and "c" responses for questions 22 (Sample A) and Figure #6 provides similar data for Sample B. The reader should note that the next largest category of question type after "Homework/Research" was "Ready Reference." This was true for both samples.

a (N=552)		b (N=476)	
Homework/Research	120 (21.7%)	Ready Reference	54 (11.3%)
Ready Reference	82 (14.9%)	General Information	51 (10.7%)
Literature/Biography	64 (11.6%)	Literature/Biography	49 (10.3%)
General Information	46 (8.3%)	Homework/Research	47 (9.9%)
Hobbies	32 (5.8%)	Medical/Health	39 (7.6%)
Geography/History	28 (5.1%)	Geography/History	25 (5.2%)
Medical/Health	28 (5.1%)	Local History	25 (5.2%)

c (N=433)	
Ready Reference	62 (14.3%)
General Information	50 (11.5%)
Literature/Biography	37 (8.5%)
Homework/Research	36 (8.3%)
Hobbies	34 (7.8%)
Genealogy	22 (5.0%)
Technical/Scientific	21 (4.8%)

FIGURE #5

a (N=167)		b (N=121)	
Homework/Research	36 (21.5%)	Ready Reference	18 (14.9%)
General Information	24 (14.4%)	Homework/Research	17 (14.4%)
Literature/Biography	20 (12.0%)	Local History	12 (9.9%)
Ready Reference	14 (8.4%)	Medical/Health	11 (9.1%)
Local History	13 (7.8%)	Hobbies/Crafts	8 (6.6%)
Directional	11 (6.6%)	Technical/Scientific	8 (6.6%)
Geography/History	10 (6.0%)	Geography/History	8 (6.6%)

c (N=131)

General Information	26 (19.8%)
Hobbies/Crafts	17 (12.9%)
Ready Reference	14 (10.7%)
Literature/Biography	9 (6.8%)
Directional	9 (6.8%)
Careers	8 (6.1%)
Homework/Research	5 (3.8%)

FIGURE #6

Question 23, following, was related to questions that the respondents could not answer:

23. What are the most common types of questions that you cannot answer? Please list three, starting with the more frequently asked questions and working to the less frequently asked.

(a) _____

(b) _____

(c) _____

Figure #7 represents the data from Sample A and Figure #8 shows Sample B data.

a (N=455)		b (N=363)	
Technical/Scientific	115 (25.2%)	Technical/Scientific	61 (16.8%)
General Information	62 (13.6%)	General Information	57 (15.7%)
Medical/Health	43 (9.4%)	Medical/Health	36 (9.9%)
Business	37 (8.1%)	Legal	32 (8.8%)
Legal	36 (7.9%)	Business	31 (8.5%)
Genealogy	32 (7.0%)	Genealogy	27 (7.4%)

c (N=277)

Technical/Scientific	39 (14.0%)
General Information	36 (12.9%)
Medical Health	33 (11.9%)
Genealogy	26 (9.3%)
Legal	22 (7.9%)
Business	22 (7.9%)

FIGURE #7

a (N=134)

Technical Information	28 (20.8%)
General Information	28 (20.8%)
Genealogy	15 (11.1%)
Medical/Health	12 (8.9%)
Hobbies	10 (7.4%)
Geography/History	9 (6.7%)

b (N=100)

General Information	20 (20.0%)
Medical Health	17 (17.0%)
Technical/Scientific	11 (11.0%)
Hobbies	11 (11.0%)
Literature/Biography	7 (7.0%)
Business	6 (6.0%)

c (N=81)

General Information	17 (20.9%)
Technical/Scientific	8 (9.8%)
Genealogy	8 (9.8%)
Legal	8 (9.8%)
Medical/Health	7 (8.6%)
Business	6 (7.4%)

FIGURE #8

Although the scattering of data into 18 types makes the process of assimilation extremely difficult, the three largest categories of types of questions were "Technical/Scientific," "General Information" and "Medical/Health." In Sample B (Figure #8) the "General Information," type led the other two categories.[17] Parenthetically, data resulting from questions 22 and 23 are very similar to research conducted among Pennsylvania libraries.[18]

Because of the relative complexity of question 24, it is given below in its entirety as it appeared in the questionnaire. Also, owing to the rating scale used by the respondents, the reader should likewise be alerted to the possible "softness" of these data. Very interestingly, the data generated by the respondents, and shown

below, were quite consistent between the two samples. The "Lack of reference materials" and "Questions too technical" were perceived to be more significant to the respondents in being unable to answer questions than "Lack specialized staff" or "Type of question we don't answer."

24. Indicate the reasons that your library cannot answer some information requests. Please number the following categories from 1 (for a major difficulty) to 5 (for a minor difficulty); 2, 3, and 4 would represent some middle level of difficulty.

_____ (a) Questions too technical

_____ (b) They fall into a category we do not answer. (As, for example, diagnosis of a medical problem).

_____ (c) Lack the needed reference materials

_____ (d) Lack of specialized reference staff

_____ (e) Other. Please indicate what the other problems are:

_____

_____

_____

Following are shown the results from Sample A and then Sample B.

	1	2	3	4	5
(a) Questions too technical	214 (40.6%)	151 (28.7%)	103 (19.6%)	46 (8.7%)	12 (2.3%)
(b) Type of questions we don't answer	80 (17.3%)	51 (11.0%)	84 (18.1%)	126 (27.2%)	122 (26.3%)
(c) Lack reference material	259 (46.2%)	138 (24.6%)	93 (16.6%)	51 (9.0%)	20 (3.6%)
(d) Lack specialized staff	96 (19.2%)	78 (15.6%)	143 (28.6%)	109 (21.8%)	73 (14.6%)
(e) Other	33 (20.4%)	22 (13.6%)	28 (17.3%)	25 (15.4%)	54 (33.3%)

SAMPLE A

	1	2	3	4	5
(a) Questions too technical	70 (42.9%)	47 (28.8%)	30 (18.4%)	13 (7.9%)	3 (1.8%)
(b) Type of questions we don't answer	26 (18.0%)	11 (7.6%)	30 (20.8%)	47 (32.6%)	30 (20.8%)
(c) Lack reference material	101 (56.4%)	44 (24.5%)	21 (11.7%)	10 (5.5%)	3 (1.6%)
(d) Lack specialized staff	42 (26.9%)	24 (15.3%)	43 (27.5%)	31 (19.8%)	16 (10.2%)
(e) Other	10 (20.8%)	3 (6.2%)	10 (20.8%)	5 (10.4%)	20 (41.6%)

SAMPLE B

It's of further interest to note, referring now to item "c" of Sample B, that it ("Lack reference material") was felt even more strongly as a priority issue when compared to Sample A as a reason for not being able to answer some information requests. The "Other" category in both samples included responses such as "Lack of resources," "Lack of time," "Lack of funds," Lack of space," "Lack of trained staff," etc.

The following question - 25 - sought to determine the avenues pursued by the respondents in dealing with unanswered questions. The question is cited below in its entirety.

25. How do you handle reference questions you cannot answer? Please list those methods most often used to those least often used, again, using the number 1 for the method most frequently used and number 5 for the methods least frequently used. (Again, 2, 3, and 4 should be used for the in between levels.)

_____ (a) Direct patron to another library.

_____ (b) Direct patron to an information source other than a library. Please list the two common sources:

(1) _____

(2) _____

_____ (c) Interlibrary loan for special information materials not in your library.

_____ (d) Telephone another library and locate the information.

_____ (e) Other. Please comment: _____

Sample A responses follows directly and then the data from Sample B.

	1	2	3	4	5
(a) Direct patron to another library	122 (21.9%)	124 (22.2%)	142 (25.4%)	109 (19.5%)	61 (10.9%)
(b) Information source other than a library	61 (11.7%)	103 (19.8%)	168 (32.4%)	151 (29.1%)	35 (6.7%)
(c) Interlibrary loan	442 (72.6%)	104 (17.0%)	44 (7.2%)	12 (2.0%)	7 (1.1%)
(d) Telephone another library	129 (23.8%)	136 (25.0%)	109 (20.1%)	101 (18.6%)	67 (12.4%)
(e) Other	30 (20.1%)	14 (9.4%)	13 (8.7%)	16 (10.7%)	76 (51.0%)

SAMPLE A

	1	2	3	4	5
(a) Direct patron to another library	37 (20.2%)	40 (21.8%)	58 (31.6%)	30 (16.3%)	18 (9.8%)
(b) Information source other than a library	27 (17.0%)	33 (20.8%)	46 (20.1%)	41 (25.9%)	11 (6.9%)
(c) Interlibrary loan	172 (82.2%)	29 (13.8%)	4 (1.9%)	3 (1.4%)	1 (0.4%)
(d) Telephone another library	39 (22.8%)	41 (23.9%)	32 (18.7%)	29 (16.9%)	30 (17.5%)
(e) Other	4 (8.3%)	8 (16.6%)	4 (8.3%)	6 (12.5%)	26 (54.1%)

SAMPLE B

While allowing for the possible confusion arising over the use of the rating system in answering the question, some very interesting information, nevertheless, was generated by the respondents. Most noticeably was the central role played by "Interlibrary loan" as a strategy for obtaining information. This, of course, would not be a surprising approach for one who was located in a rural area and not having available other resources. In relation to the use of the "Telephone," the distribution of percentages among the rating categories was certainly conditioned by the fact that not all libraries have telephones (to be discussed later). Further, given the few other libraries in rural areas, what libraries would be telephoned? Certainly

influencing strategy "a" in which the respondents divided their ratings among categories 1 - 5, was also the fact that other libraries are just not available to be utilized as referral points. Particularly interesting, however, were the responses to "Information source other than a library." One will note that the highest percentages of ratings are in categories 3 and 4, in both samples suggesting that these strategies are less than strongly felt by the respondents than the remaining ones. In my view this would parallel some of the research recently done among metropolitan public libraries which suggests that the librarians surveyed correctly answer the reference questions posed to them or refer clients to other sources (when they can not answer the questions) 50 percent of the times.[19]

Response "b" of question 25, requested that the respondents surveyed indicate sources other than a library which they utilized in directing patrons for information. While the responses were tabulated without concern for whether or not they were cited first or second, they provide insight into the alternative strategies used by those surveyed. These data are shown in Figure #9.

Other Information Resources	Sample A (N=739)		Sample B (N=217)
Government Agencies	188 (25.4%)	Government Agencies	42 (19.3%)
Local Agencies	131 (17.7%)	Local Agencies	39 (17.9%)
Extension Services	97 (13.1%)	Local Citizens	38 (17.5%)
Local Citizens	79 (10.7%)	Extension Services	29 (13.3%)
Historical Societies	65 (8.7%)	Other Libraries	23 (10.6%)
Chambers of Commerce	64 (8.6%)	Historical Societies	17 (7.8%)
State or National Agencies	40 (5.4%)	State or National Agencies	14 (6.4%)
Other Libraries	38 (5.1%)	Schools and Universities	10 (4.6%)
Schools and Universities	29 (3.9%)	Chambers of Commerce	5 (2.3%)
Genealogical Services	8 (1.0%)	Genealogical Services	0 (0.0%)

FIGURE #9

In examining Figure #9, it's interesting to note the larger role (in Sample B) played by "Local Citizens." One will, of course, remember the importance associated with interpersonal relations in rural communities as a prime means of communication.

"In rural areas, oral communication from neighbors tends to be the primary source of information, due not only to a shortage of organized information services, but also to a lack of knowledge of their existence and belief in their use."[20] Interestingly, it's also important to mark the decreased role in (Sample B) assumed by "Government Agencies" and "Chambers of Commerce," probably owing to the fact that they are available in fewer number when compared with Sample A.

Finally, in relation to the "Other" category of question 25, respondents referred to "System Reference Centers," "Individuals in the Community" and "Specialized Community Sources," as additional alternative strategies.

Without a doubt the most staggering results of the entire survey may be seen in question 26. The results from Samples A and B are shown below along with the data from question 27, because of its direct relationship with question 26. Sample A data are shown first.

26. Do you think people in your area have information needs that they do not bring to the library?

No	Perhaps	Yes	I Don't Know
154 (23.1%)	59 (8.9%)	406 (61.0%)	47 (7.1%)

27. Could your library handle the needs in #26?

No	Perhaps	Yes	I Don't Know
241 (36.2%)	96 (14.4%)	302 (45.3%)	27 (4.1%)

SAMPLE A

26. Do you think people in your area have information needs that they do not bring to the library?

No	Perhaps	Yes	I Don't Know
71 (30.3%)	21 (9.0%)	119 (50.9%)	23 (9.8%)

27. Could your library handle the needs in #26?

No	Perhaps	Yes	I Don't Know
97 (41.5%)	34 (14.5%)	94 (40.2%)	9 (3.8%)

SAMPLE B

Forty percent of the respondents in Sample A and 50% of those answering Sample B were really unaware, in varying degrees, that there might be information needs in the community not expressed to them in the library. Further, the fact that 23% and 30%, respectively, of the respondents indicated that there definitely were no information needs, should be a matter of great concern to American librarianship and to students of libraries. Perhaps, the situation can be expressed in part by comments made by some of the respondents who stated, "How can I know if there are unexpressed needs if these individuals (with the information needs) don't come to the library?" Presumably, the mentality of approximately 40% - 50% of the respondents excluded the importance of attempting to reach out and discover these needs. Another thought might be, however, and this doesn't mitigate the problem, that because of the relevance upon interpersonal communication in rural areas, staff members probably assume that in knowing most of the people in the town they, in fact, know all of the information needs. Augmenting the meaning of providing information services in rural areas, must also be the fact that many rural librarians have not even made a modestly systematic assessment of their clientele's needs. This lack is very much precipitated, of course, by the fact that a majority of rural staff members are academically untrained. Specific attention must also be focused on the policy statement adopted by ALA in 1970, "Library Education and Personnel Utilization," which defines levels of training for professional and supportive library staff members.[21]

A further illustration of the educational dysfunction facing rural library staffing can be shown through a phone call this author recently received from an individual who wanted to know if the CSRL could be of help to her because she had just been appointed "librarian" in a small town in Pennsylvania. In the discussion she indicated that the reasons she had been selected were "that she liked to read," and "she lived near the library." Sympathetically, we must all be concerned about her future role as a library staff members.[22]

Because of the depressing results seen in question 26 (question 27 now seems to be of dubious value) a final comment is appropriate. One of the graduate students enrolled in L.S. 578, The Public Library in Rural America, very appropriately referred to the "mentality" exhibited by the rural staff member as effectually altering library service. While this may seem an obvious matter, the circumstances analyzed in this document have attempted to portray the environment in which the rural person provides information services. Crucially, one must also consider and weigh the significance of this individual being a product of his/her environment in addition to the external circumstances always determining this person's behavior. A very useful question for the next survey will be to determine where library staff members have lived for most of their lives. If perceptions of library services are narrowly viewed by staff members, perhaps it shouldn't be surprising that few inquiries are asked about unseen (unknown) needs.

Question 28, following, was concerned with the remedies respondents thought were most purposeful to provide for question 26's information needs.

28. If your library could not presently provide the information needs discussed in #26 above, what additional resources (e.g., staff, reference tools, etc.) would be required to handle these problems?

SAMPLE A (N=576)		SAMPLE B (N=163)	
Reference Resources	228 (39.5%)	Reference Resources	65 (39.8%)
Additional Staff	141 (24.4%)	Additional Staff	29 (17.7%)
Reference Training	56 (9.7%)	More Money	22 (13.4%)
More Money	53 (9.2%)	Reference Training	19 (11.6%)
More Time	38 (6.6%)	More Public Relations	10 (6.1%)
More Space	28 (4.8%)	More Space	8 (4.9%)
More Public Relations	26 (4.5%)	More Time	7 (4.2%)

FIGURE #10

To aid in the interpretation of Figure #10, and for anyone adding the percentages, it should be indicated that responses fewer than four were eliminated from the total in this question. The primary response to question 26 seemed to correlate directly with the data resulting from question 24, in which respondents were asked why they could not answer some information requests. The largest response category to that question was "Lack reference materials." While it is tempting to comment on why, in fact, "More money" was not given as the largest response category in Figure #10, the fact that question 26 was worded as - "what additional resources . . . would be required" - probably precluded respondents from answering with the "cry" of budget.

Question 17 asked for a definition of reference services; the 20th question was concerned with the activities comprising reference services; and the present inquiry, number 29, attempted to provide an opportunity for the respondents to describe the amount of their time spent in relation to specified reference activities.

Sample A data are presented first, below, followed by Sample B.

29. Please estimate the percentage of your daily work time doing the following:

(a)	Answering reference question (all types)	17.9%
(b)	Selecting library materials	16.1%
(c)	Cataloging library materials	13.0%
(d)	Library instruction	5.2%
(e)	Public relations activities	10.7%
(f)	Administration	27.0%
(g)	Other	10.0%

SAMPLE A (N=444)

29. Please estimate the percentage of your daily work time doing the following:

(a)	Answering reference question (all types)	14.6%
(b)	Selecting library materials	16.1%
(c)	Cataloging library materials	16.6%
(d)	Library instruction	5.7%
(e)	Public relations activities	11.6%
(f)	Administration	21.9%
(g)	Other	13.3%

SAMPLE B (N=153)

Because of the fact that the total percentages reported frequently varied from 85% to 115%, it was decided that only those responses which actually were 100% would be counted. This decision was reflected in the number of cases analyzed above. Frankly, it should be admitted that question 29 has to be interpreted "softly." Other than the concerns, e.g., of whom it was that completed the questionnaire and did that person follow directions, in Sample B, particularly, one has to wonder about the practical ability of being able to separate the administrative function from other library activities in the light of the few staff members (3.0) who are involved in all library services. But setting aside the uneasiness, the percentages in question 29 are still very interesting. First, they reinforce the fact that reference service is not totally comprised of answering reference questions. Parenthetically, this is of course true in all libraries. Second, it's noteworthy to mention the small percentage of time that was identified in the category "Library instruction." Some disinclination toward this activity was also shown in question 20 by the fact that, on the average, it was chosen as a "Standard Service" in only about half the cases. The third aspect of interest in relation to question 29 dealt with the category "Administration." Not surprisingly in Sample B the percentage was smaller - largely because of the fact that more time must be spent with the practical necessities of running the library, as, e.g., illustrated with the "Cataloging" category. Finally, in relation to question 29, some concern must be shown for the fact that only about 11% of the time was spent in what was perceived to be "Public relations." One, of course, will grant the flexibility of the concept, public relations, and while one would be hard pressed to cite a suitable norm, it should be more than 11%. Perhaps an "accelerated," purposeful public relations campaign would produce, among other things, more insight into the (informational) needs of the library's constituency. The "Other" category of question 29 included the following activities: "Housekeeping," "Circulation Desk;" "Programs, Displays;"

and "Meetings, Supervision." Apparently the respondents did not include "Programs, Displays" as part of public relations. Question 30, which was also directed toward understanding the number of support services available, provided data even more depressing than question 13.

30. Are ther any other information services in your community, in addition to your library and the libraries you identified in question #13?

(a)	I.R. Centers	0.2	(a)	I.R. Centers	0.1
(b)	"Hotlines"	0.3	(b)	"Hotlines"	0.2
(c)	Other	0.2	(c)	Other	0.2
		0.7			0.5
		Sample A			Sample B

In the "Other" category respondents listed, e.g., Public Service Agencies, "Extension Services," "Local Governments," and "Chambers of Commerce." Finally, it may be of interest to know that 381 (57.2%) of the librarians sampled responded with "zero" or "no entry" for "a," "b," and "c" of question 30.

Question 31 provides the capstone in describing the rural library environment through a partial census of equipment.

31. Do you have the following equipment?

	Yes	No	Missing
(a) Telephone	623 (93.5%)	42 (6.3%)	1 (0.2%)
(b) Typewriter	631 (94.7%)	34 (5.1%)	1 (0.2%)
(c) Photocopier	476 (71.5%)	189 (28.4%)	1 (0.2%)
(d) Teletype	28 (4.2%)	637 (95.6%)	1 (0.2%)
(e) Word Processor	16 (2.4%)	649 (97.4%)	1 (0.2%)
(f) Duplicator	162 (24.3%)	503 (75.5%)	1 (0.2%)
(g) Other	234 (35.1%)	431 (64.7%)	1 (0.2%)

SAMPLE A

31. Do you have the following equipment?

	Yes	No	Missing
(a) Telephone	202 (86.3%)	32 (13.7%)	
(b) Typewriter	209 (89.3%)	25 (10.7%)	
(c) Photocopier	101 (43.2%)	133 (56.8%)	
(d) Teletype	3 (1.3%)	230 (98.3%)	1 (0.4%)
(e) Word Processor	1 (0.4%)	232 (99.1%)	1 (0.4%)
(f) Duplicator	25 (10.7%)	208 (88.9%)	1 (0.4%)
(g) Other	53 (22.6%)	181 (77.4%)	

SAMPLE B

Yes, world there are American libraries without telephones - as surprising as it may seem. Our natural inclination to consider the telephone as an extension of the library's information services becomes a bit jaded when we must consider the status of the have-nots.[23] Further, this individual heard recently of a rather unusual case in which the library, while having a telephone, had an unlisted number. And the explanation was that the library staff didn't want anyone phoning in. One would like to believe that the instances of telephoneless libraries, represent more basic issues than the mentality of unlisted numbers, however.

While the problem of copyright would seem a more timely concern than the simple existence of photocopying equipment, rural staff members, particularly those in populations of 2,500 or fewer people, are confronted with the more basic dilemma of not having photocopiers available. Over 50% of the libraries in Sample B were without the services of a photocopier. Even more alarming was the fact that 75% of all of the libraries surveyed had no duplicating equipment. For Sample B this figure was an immense 88%. No wonder that public relations is impeded! Finally, in the absence of telephones and duplicating equipment it isn't at all surprising that teletype machines and word processors are virtually nonexistant. The "Other" category of question 31 elicited a wide array of responses that included everything from "Microfiche Readers" to "Adding Machines."

Because of the desire to maximize the amout of information from the survey for the present and into the immediate future, the next question dealt with the matter of technology. Sample A data are first followed by Sample B.

32. What automated services do you use?

	No	Use Directly	Indirectly	Next 5 Years
(a) OCLC	340 (51.0%)	19 (2.9%)	268 (40.2%)	39 (5.9%)
(b) Lockheed Dialog	581 (87.2%)	2 (0.3%)	64 (9.6%)	19 (2.9%)

		No	Use Directly	Indirectly	Next 5 Years
(c)	Microcomputer	544 (81.7%)	18 (2.7%)	31 (4.6%)	72 (11.0%)
(d)	Other	597 (89.6%)	15 (2.3%)	28 (4.2%)	26 (3.9%)

SAMPLE A

32. What automated services do you use?

		No	Use Directly	Indirectly	Next 5 Years
(a)	OCLC	144 (61.5%)	4 (1.7%)	82 (35.0%)	4 (1.7%)
(b)	Lockheed Dialog	219 (93.6%)	1 (0.4%)	10 (4.3%)	4 (1.7%)
(c)	Microcomputer	210 (89.7%)	3 (1.3%)	13 (5.6%)	8 (3.4%)
(d)	Other	218 (93.2%)	4 (1.7%)	10 (4.3%)	2 (0.9%)

SAMPLE B

On an average there was little question about the importance of OCLC in the lives of the respondents surveyed. Since our sample was national in character, no regional influence, i.e., Eastern, exerted itself to skew the data. But there is still considerable room for system development, however, in that 50% (60% in Sample B) of the individuals who responded did not participate in the OCLC network as yet - or any other for that matter since none other was mentioned in the "Other" category of question 32.

It shouldn't be considered surprising that access to Dialog by library staff members was less than 10% of the total survey. This would only be consistent with the general lack of resources available in rural America, which has been cited throughout this document. Direct "Dialog" use was less than 3% as reported by the respondents. Parenthetically, it might be useful to mention that while some other vendor might have been utilized as a category in the survey, "Dialog" was used as a paradigm since its services are nationally known. Interestingly, no other vendor was identified in the "Other" category by the respondents.

Other than "OCLC" none of the other categories measured as large a response. There was a hopeful sign, however, in relation to the "Microcomputer" category. On a percentage basis, there were almost as many direct microcomputer uses as OCLC responses in Sample A and B. And in the "Next 5 Years" category, the largest responses were, likewise, registered in relation to "Microcomputers" - for both samples. As an aside this individual now finds himself with floppy-disks on his face, for stating unequivocally about two years ago that small rural libraries would be untouched by computers in the near future. This was before Radio Shack came to Clarion, Pennsylvania, however. Before leaving question 32, which dealt with automated services, it is worth noting that the 24 libraries who responded to the "Other" category mentioned "Information Networks for Profit," "State or Regional Networks," "Cataloging and Processing," and "COM Catalogs," as their responses.

The next to last question, number 33, asked, "How many hours/week is your library open?" The average for Sample A libraries was 38.7 hours/week, and for Sample B it was 25 hours/week. A better indication of the libraries hours can be seen in the frequency distribution of Figure #11. Approximately half of the entire sample was open 39 or fewer hours.[24] And 27% of the libraries were only open 29 or fewer hours.

Number of Service Hours	Number of Libraries	Percentages
1 - 9	22	3.3
10 - 19	70	10.6
20 - 29	87	13.2
30 - 39	99	15.0
40 - 49	132	20.0
50 - 59	118	17.9
60 - & Up	105	15.9
Blanks	26	3.9

FIGURE #11

The final question of the survey asked respondents, "What is the biggest problem you have in providing reference service?" The comments follow in Figure #12. Although some individuals gave more than one answer, no ranking of the second response was done in the tabulation.

Sample A (N=747)		Sample B (N=244)	
Lack Materials	219 (29.3%)	Lack Materials	73 (29.9%)
Lack Staff	118 (15.7%)	Lack Time	46 (18.8%)
Lack Time	109 (14.5%)	Lack Funds	41 (16.8%)
Lack Trained Staff	88 (11.7%)	Lack Staff	24 (9.8%)
Lack Funds	87 (11.6%)	Lack Trained Staff	19 (7.7%)
Lack Space	47 (6.3%)	Lack Space	19 (7.7%)
Patron Unaware of Service	34 (4.5%)	Patron Unaware of Service	11 (4.5%)
Reference Interview	30 (4.0%)	Reference Interview	8 (3.2%)

FIGURE #12

To aid further in the interpretation of Figure #12, the reader should know that responses of four or fewer were eliminated from the chart. Also, the "Lack Time" category was interpreted by some respondents to mean the "hours that the library was open" and the "patron's unwillingness to wait for information."

While there may be few surprises in the responses to question 34 (Figure #12), particularly in the light of what already has been expressed in this document, the "Staffing" category is worthy of particular mention. If "Lack Staff" and "Lack Trained Staff" are combined into one category, it would amount to 27.5% of the total for Sample A and 17.6% for Sample B (2,500 or fewer). Overall, "Lack Staff" would then only be preceded by "Lack Materials" as the largest response category.

Further, it is significant in two respects that "Refereuce Interview" was one of the responses in question 34. First, that it continues to be acknowledged as a problem facing those who provide reference service; and, second, that it is last in terms of significance. While the rural librarian's practical world emphasizes immediate problems, interpersonal communications between the librarian and the client are of primary concern. There can be little doubt that the reference interview is contributory to finding out about information needs in the community, even though it functions as an in-library activity. Finally, it is a matter of considerable concern that "Staffing" was not perceived by the respondents

to be a primary problem facing them. Those responding in Sample B actually listed "it" as a third priority. Further, the issue is really one of "staff training", and in relation to percentages "Trained Staff" was low in both samples. While the reader may be tempted to accuse this researcher of a narrowness in pointing out what seems to be only one library problem, but with a nationally trained library staff of only one out of four people, there is no escaping the dilemma. Certainly financial support is an issue - both for the library staff member seeking training and/or for the library as it is able to hire a qualified person. This, unfortunately, is another one of those situations in which there are easy answers which are difficult to implement. A library board, e.g., particularly if it is part of the 38% whose annual budget is less than $20,000, may wonder if it can really afford a trained librarian. Obviously, it cannot afford not to. Clearly, the real or perceived shortcomings in library services illustrated through this research, can be attributed to a lack of trained individuals to staff rural libraries. At the present time the national answer for dealing with the training conundrum is to offer workshops, clinics, etc., for staff people to accommodate and hopefully overcome educational shortcomings. This practical approach, and something is better than nothing, really only addresses the symptom and not the problem itself, however. Until this is understood, there can be little progress.

INFERENTIAL STATISTICS

To this juncture the statistics provided to parallel and hopefully explain the narrative have been of the simple descriptive type. Beginning with Figure #13 on the following pages, however, this researcher has taken the opportunity of providing some inferential statistics in the form of multiple regressions to add to the already collected data. It is with some misgivings that these data are included. The hesitation is based on the fact that the correlations between

the variables are not necessarily that strong. But, in the spirit in which this study was undertaken, and with the purpose understood to be to gather as much information about the rural models being investigated, the regressions are provided because they do add something if only tentatively. Since this study will become part of the substructure of future studies, it's assumed that there will be ample opportunity in the future to check and verify the data in this report.

The regressions are based on only 106 cases (libraries). These were the respondents who were re-surveyed to correct the questions (and data) on staffing and education. While a wide variety of correlations and regressions were prepared during the course of this research study, none of these was considered useful since the data resulting from the origional question seven and eight were not utilized. Further, the project's statistical consultant advised against trying to "plug-in" the new staffing data with the original descriptive statistics. So it was decided to base the multiple regressions, illustrated on the following pages, on the 106 instances. To aid with the interpretation, the range of questions is noted along with each regression.

In future studies additional effort will be taken to gather and quantify more of what would be considered to be output measures of library service. While the present study counts (measures) a number of useful data - staff, service hours, equipment, etc., the only datum truely reflective of the overall output of the library is in relation to question 21(a). This relects the "total number of questions per week." The reader is temporarily required to forget the fact that "questions asked" were tabulated rather than "questions answered." While this may appear to the careful reader as a serious flaw in the survey design, particularly when the data from this question are being used to reflect a total library product, the alternative would have been to devise some evaluative factor to judge how well each question was answered. And the issue, of course, would then be "who

would judge?" Parenthetically, in spite of - and in the light of - all of the commentary about reference evaluation, it is really only the library customer who can evaluate the effectiveness of reference, i.e., library service.

There are three observations that this researcher feels appropriate to make in relation to the multiple regressions in Figures #13 and #14. Although the percentages of RSQ Change are extremely modest, it was interesting to observe the order in which the variables enter the equation to "explain" the phenomenon of "Total Q Per Week." Although the relative positions in the equations change, i.e., in Figures #13 and #14, such things as "microcomputer," "other automated system" and "other equipment" were among the first ten elements. Second, somewhat fascinatingly, although statistically insignificant, was the relative position of "policy on questions answered." It was striking to this observor that it appeared, where it did, in the formula. Perhaps further data on the significance of reference policy statements can be gathered to encourage and convince public librarians of the need of formulating and following policy guidelines.

The final observation, in relation to Figures #13 and #14, dealt with the nature of staffing. This was the most interesting in my view. It perhaps was only a characteristic of chance, but the reader should be aware of the relative position of "Sal. F-T MLS" in comparision with "Sal. F-T Bach." Even though the simple correlations of both "Sal. F-T MLS" and "Sal. F-T Bach" were approximately even, the salaried, full-time MLS trained person entered the regression formula far down the listing in both regressions. In fact "Volunteer Staff" also preceded "Sal. F-T MSL" in a decided fashion. If one were to interpret the staffing implication of these first two regressions, the obvious circumstance would be to conclude that bachelor's training in Library Science has more of an influence over "Total Q Per Week" than MLS preparation. While admitting to the tentative nature of these inferential statistics, the possibility of this view of library science training being correct

is, nevertheless, troubling. It, unfortunately, is a question that should not be easily dismissed. And it can not be explained away by saying that the regressions were obviously influenced by the number of bachelor's trained librarians. If regressions "worked" that way, the opposite would have occurred since the bachelor's person yielded the smallest percentage of staffing among the staffing categories. The reader is referred back to page seven of this document to review the staffing percentages. Perhaps the appropriate way of leaving this particular issue about staffing, is to concede that the matter may simply be one that the master's trained librarian has simply not made the impact on the rural public and he/she has done in relation to other libraries.

Finally on the matter of staffing in the first two regressions, is the significance of "Sal. F-T Staff." This element also enters the regression formula early-on. One, of course, is tempted to recite the obvious by pointing to the contribution made to the "Total Q Per Week" by the availability of salaried staff persons. And in Figures #13 and #14, "Sal. F-T Staff" appears earlier in the regressions than "Volunteer Staff." This was a helpful sign particularly in the light of the dicussion earlier in this report that dealt with the importance of voluntarism in rural libraries. To mention it once again, Pennsylvania rural libraries could not be kept open if it were not for volunteer library workers.

MULTIPLE REGRESSION SUMMARY TABLE 21D - TOTAL Q PER WEEK

	Multiple R	R Square	RSQ Change	Simple R
9-Municipal Population	0.51020	0.26031	0.26031	0.51020
10-Pop. of Service Area	0.57574	0.33148	0.07117	0.46354
29B-% Selecting Lib Materials	0.59602	0.35524	0.02376	0.24802
29F-% Administration	0.62039	0.38488	0.02964	-0.05420
32C-Microcomputer	0.63328	0.40105	0.01617	0.02781
31G-Other Equipment	0.64832	0.42032	0.01927	0.15151
36B-Sal. F-T Bach	0.66524	0.44254	0.02222	0.35196
34-Sal. F-T Staff	0.68456	0.46862	0.02608	0.22969
19-Policy on Questions Answered	0.69905	0.48868	0.02005	0.23408
32D-Other Automated Sys	0.70658	0.49926	0.01059	0.20877
31C-Photocopier	0.71446	0.51045	0.01119	0.17402
30B-No Emergency Hotlines	0.72272	0.52233	0.01188	0.25276
42-Volunteer Staff	0.73177	0.53549	0.01316	0.04052
30A-No Of Info Centers	0.73954	0.54692	0.01143	0.00404
26-Info Needs Not Brought to Lib	0.74595	0.55644	0.00952	0.11294
32B-Lockheed Dialog	0.75488	0.56984	0.01340	0.06080
29A-% Answered Ref. Quest	0.75751	0.57382	0.00398	0.19835
36A-Sal. F-T HS	0.76093	0.57901	0.00519	0.05280
41-Sal. P-T Reference	0.76409	0.58384	0.00483	0.23278
32A-OCLC	0.76751	0.58908	0.00524	0.02693
11-Annual Budget	0.77110	0.59459	0.00552	0.32022
29E-% PR	0.77388	0.59889	0.00430	-0.00456
44C-Volunteer MLS	0.77666	0.60320	0.00431	-0.04015
40B-Sal. P-T Bach	0.78019	0.60870	0.00549	0.05206
36D-Sal. P-T Other	0.78189	0.61135	0.00265	0.12884
40A-Sal. P-T HS	0.78482	0.61594	0.00459	0.22336
40D-Sal. P-T Other	0.78816	0.62120	0.00526	0.20014
38-Sal. P-T Staff	0.79503	0.63207	0.01087	0.34145
40C-Sal. P-T MLS	0.80367	0.64589	0.01382	0.17637
39-Sal. P-T Hrs-Wk.	0.80798	0.65283	0.00694	0.14947
44B-Volunteer Bach	0.81231	0.65984	0.00701	-0.04272
31E-Word Processor	0.81429	0.66306	0.00322	-0.02915
31F-Duplicator	0.81767	0.66859	0.00553	0.26039
36C-Sal. F-T MLS	0.81992	0.67227	0.00368	0.33867
37-Sal. F-T Reference	0.82411	0.67916	0.00689	0.27806
29C-% Cataloging	0.82583	0.68199	0.00283	-0.05361
31D-Teletype	0.82777	0.68521	0.00322	-0.04370
18-Policy Stmt. On Reference	0.82888	0.68704	0.00184	0.05867
29G-% Other Activities	0.83001	0.68892	0.00188	-0.05494
31A-Telephone	0.83147	0.69134	0.00242	0.07624
44D-Volunteer Other	0.83210	0.69239	0.00105	-0.01080
43-Volunteer Hrs-Wk.	0.83312	0.69408	0.00169	0.07395
33-Service Hrs. Per Week	0.83381	0.69524	0.00116	0.33271
45 Volunteer Ref.	0.83441	0.69624	0.00100	-0.08657
29D-% Lib Instruction	0.83547	0.69801	0.00177	-0.02827
35-Sal. F-T Hrs.-Wk.	0.83643	0.69962	0.00160	0.24077
44A-Volunteer HS	0.83679	0.70021	0.00059	0.04513
20D-Tours of Your Library	0.83711	0.70076	0.00055	0.12177
31B-Typewriter	0.83740	0.70123	0.00047	0.06111

NOTE: This multiple regression includes the values for questions 9, 10, 11, 18, 19, 20(d), 26, 29-45 (questions 34-45 represent the new staffing data).

FIGURE #13

MULTIPLE REGRESSION SUMMARY TABLE 21D - TOTAL Q PER WEEK

	Multiple R	R Square	RSQ Change	Simple R
9-Municipal Population	0.51020	0.26031	0.26031	0.51020
10-Pop of Service Area	0.57574	0.33148	0.07117	0.46354
24B-Unas.Q-Category	0.60712	0.36859	0.03712	-0.05481
32D-Other Automated Sys	0.62541	0.39113	0.02254	0.20877
32C-Microcomputer	0.64245	0.41274	0.02161	0.02781
30B-No Emergency Hotlines	0.66114	0.43711	0.02436	0.25276
31G-Other Equipment	0.67875	0.46070	0.02360	0.15151
36B-Sal. F-T Bach	0.68917	0.47495	0.01425	0.35196
30A-No Of Info Centers	0.70086	0.49120	0.01625	0.00404
29B-% Selecting Lib Materials	0.71084	0.50529	0.01408	0.24802
19-Policy on Questions Answered	0.72059	0.51925	0.01397	0.23408
34-Sal. F-T Staff	0.73067	0.53388	0.01463	0.22969
29F-% Administration	0.74323	0.55239	0.01851	-0.05420
27-Lib Could Handle Needs in 26	0.75324	0.56737	0.01498	0.02171
24C-Unans.Q-Lack Refs	0.76030	0.57805	0.01068	0.20559
25-Sal. F-T Hrs-Wk	0.76638	0.58734	0.00929	0.24077
42-Volunteer Staff	0.77455	0.59993	0.01259	0.04052
24D-Unans.Q.-Staff	0.78364	0.61410	0.01416	0.10975
11-Annual Budget	0.78844	0.62163	0.00754	0.32022
26-Info Needs Not Brought to Lib	0.79362	0.62984	0.00820	0.11294
31B-Typewriter	0.79791	0.63667	0.00683	0.06111
25E-Other Sol. For Unanswered Q	0.80255	0.64409	0.00742	0.02675
24A-Unans.Q-Too Technical	0.80638	0.65026	0.00617	0.10966
41-Sal. P-T Reference	0.81068	0.65720	0.00695	0.23278
36A-Sal. F-T HS	0.81540	0.66488	0.00768	0.05280
31E-Word Processor	0.81938	0.67138	0.00650	-0.02915
18-Policy Stmt. On Reference	0.82285	0.67708	0.00570	0.05867
44C-Volunteer MLS	0.82580	0.68195	0.00487	-0.04015
40D-Sal. P-T Other	0.82775	0.68517	0.00322	0.20014
29A-% Answered Ref. Quest	0.82965	0.68831	0.00314	0.19835
39-Sal. P-T Hrs-Wk	0.83191	0.69208	0.00377	0.14947
29E-% PR	0.83455	0.69647	0.00439	-0.00456
32A-OCLC	0.83750	0.70140	0.00493	0.02693
40B-Sal. P-T Bach	0.83869	0.70340	0.00200	0.05206
36D-Sal. F-T Other	0.83977	0.70521	0.00181	0.12884
40A-Sal. P-T HS	0.84070	0.70678	0.00158	0.22336
38-Sal. P-T Staff	0.84489	0.71385	0.00706	0.34145
40C-Sal. P-T MLS	0.84929	0.72130	0.00745	0.17637
33-Service Hrs Per Week	0.85329	0.72810	0.00680	0.33271
36C-Sal. F-T MLS	0.85507	0.73114	0.00305	0.33867
37-Sal. F-T Reference	0.85685	0.73420	0.00305	0.27806
45-Volunteer Ref.	0.85820	0.73650	0.00230	-0.08657
31F-Duplicator	0.85992	0.73947	0.00297	0.26039
29D-% Lib Instruction	0.86232	0.74359	0.00412	-0.02827
25D-Phone Another Lib	0.86494	0.74812	0.00452	0.06701
29G-% Other Activities	0.86649	0.75081	0.00269	-0.05494
29C-% Cataloging	0.86775	0.75298	0.00217	-0.05361
25B-Direct to Another Info Source	0.86898	0.75513	0.00215	0.20444
30C-No Other Info Services	0.86995	0.75681	0.00168	-0.04873
31A-Telephone	0.87103	0.75870	0.00188	0.07624
44A-Volunteer HS	0.87184	0.76010	0.00140	0.04513
31C-Photocopier	0.87232	0.76094	0.00084	0.17402

	Multiple R	R Square	RSQ Change	Simple R
44B-Volunteer Bach	0.87265	0.76151	0.00057	-0.04272
25C-Interlibrary Loan	0.87299	0.76211	0.00060	0.09524
43-Volunteer Hrs-Wk	0.87324	0.76255	0.00044	0.07395
31D-Teletype	0.87352	0.76304	0.00049	-0.04370
25A-Direct to Another Lib	0.87362	0.76322	0.00018	0.05656
20D-Tours of Your Library	0.87375	0.76344	0.00022	0.12177
44D-Volunteer Other	0.87380	0.76353	0.00009	-0.01080
24E-Unans.Q-Other	0.87384	0.76359	0.00007	0.03485

NOTE: This multiple regression includes the values for questions, 9, 10, 11, 18, 19, 20(a), 26, 24-54 (questions 34-45 represent the new staffing data).

FIGURE #14

Figures #15 - #19 are multiple regressions using as independent variables the staffing data (questions seven and eight in the survey). The dependent variables are the elements of survey question 25. If not obvious to the reader, the reason for these regressions was to determine the relative influence of staffing/education on the options utilized by the respondents in handling reference questions that they could not answer. Of passing interest is the fact that "Sal. F-T Bach" occurs earlier in the regression than "Sal. F-T MLS" in Figures #15-#17. Although the regressions "Phone Another Lib" and "Other Sal. For Unanswered Q" (Figures #18 and #19), "Sal. F-T MLS" occurred earlier in the formulae than "Sal. F-T Bach." Admittedly, however, these are shakey data.

REGIONAL STATISTICS

On page 51 the reader will find a selected review of the survey questions that were machine tabulated. These were organized by the regions of the United States and are shown in relation to the national averages (generated by this survey) for each question displayed. Since the survey questions are not reported in relation to the regional data, the reader may either turn to the narrative or refer to Appendix "A" where the survey form can be found.

The East South Central district includes the states of Kentucky, Tennessee, Alabama and Mississippi. The West South Central area is composed of Arkansas, Louisiana, Oklahoma and Texas. The Mountain region is made up of Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah and Nevada. The Pacific district includes the states of Washington, Oregon, California, Alaska and Hawaii. The New England states are Maine, New Hampshire, Vermont, Massachusetts, Rhode Island and Connecticut. The Middle Atlantic region consists of New York, New Jersey and Pennsylvania. The East North Central states are Ohio, Indiana, Illinois, Michigan and Wisconsin. West North Central states are comprised of Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska and Kansas.

Finally, the South Atlantic region consists of Delaware, Mayland, District of Columbia, Virginia, West Virgina, North Carolina, South Carolina and Georgia.

MULTIPLE REGRESSION SUMMARY TABLE 25A-DIRECT TO ANOTHER LIB

	Multiple R	R Square	RSQ Change	Simple R
35-Sal. F-T Hrs-Wk	0.30708	0.09430	0.09430	0.30708
44D-Volunteer Other	0.35361	0.12504	0.03074	-0.19238
44C-Volunteer MLS	0.38857	0.15099	0.02595	-0.14053
36B-Sal. F-T Bach	0.41527	0.17245	0.02146	-0.01830
37-Sal. F-T Reference	0.43310	0.18758	0.01512	0.20101
39-Sal. P-T Hrs-Wk	0.44816	0.20085	0.01327	0.07748
40A-Sal. P-T HS	0.45565	0.20762	0.00677	0.14355
36C-Sal. F-T MLS	0.46594	0.21710	0.00948	0.10602
36A-Sal. F-T HS	0.47246	0.22322	0.00612	0.15958
42-Volunteer Staff	0.48199	0.23231	0.00909	-0.02948
45-Volunteer Ref.	0.48879	0.23892	0.00661	-0.15738
36D-Sal.F-T Other	0.49014	0.24024	0.00132	0.11845
41-Sal. P-T Reference	0.49122	0.24130	0.00106	0.04086
44B-Volunteer Bach	0.49167	0.24174	0.00044	-0.03174
40C-Sal. P-T MLS	0.49186	0.24193	0.00019	-0.05520
40D-Sal. P-T Other	0.49214	0.24220	0.00027	-0.02535
38-Sal. P-T Staff	0.49241	0.24246	0.00026	0.06397
40B-Sal. P-T Bach	0.49383	0.24387	0.00140	0.02307
43-Volunteer Hrs-Wk.	0.49407	0.24411	0.00024	-0.10436
44A-Volunteer HS	0.49421	0.24424	0.00013	-0.02314

FIGURE #15

MULTIPLE REGRESSION SUMMARY TABLE 25B-DIRECT TO ANOTHER INFO SOURCE

	Multiple R	R Square	RSQ Change	Simple R
35-Sal. F-T Hrs-Wk	0.43576	0.18989	0.18989	0.43576
36A-Sal. F-T HS	0.46830	0.21931	0.02942	0.27946
44C-Volunteer MLS	0.49468	0.24471	0.02540	-0.13650
42-Volunteer Staff	0.51945	0.26983	0.02512	0.13967
36B-Sal. F-T Bach	0.53610	0.28741	0.01758	0.08119
40A-Sal. P-T HS	0.56259	0.31651	0.02910	0.22763
44D-Volunteer Other	0.57639	0.33223	0.01572	-0.05984
44B-Volunteer Bach	0.58717	0.34477	0.01254	0.00816
43-Volunteer Hrs-Wk	0.59737	0.35686	0.01209	0.11666
45-Volunteer Ref.	0.60112	0.36134	0.00449	-0.16565
40C-Sal. P-T MLS	0.60365	0.36439	0.00304	0.15063
38-Sal. P-T Staff	0.61073	0.37299	0.00860	0.23149
44A-Volunteer HS	0.61729	0.38105	0.00806	0.09885
36C-Sal. F-T MLS	0.62164	0.38644	0.00539	0.30875
39-Sal. P-T Hrs-Wk	0.62405	0.38944	0.00300	0.17087
36D-Sal. F-T Other	0.62531	0.39101	0.00157	0.19965
37-Sal. F-T Reference	0.62669	0.39274	0.00173	0.29384
40B-Sal. P-T Bach	0.62769	0.39399	0.00126	0.06624
40D-Sal. P-T Other	0.63128	0.39852	0.00452	0.01150
41-Sal. P-T Reference	0.63358	0.40143	0.00291	0.15812
34-Sal. F-T Staff	0.63439	0.40246	0.00103	0.24434

FIGURE #16

MULTIPLE REGRESSION SUMMARY TABLE 25C-INTERLIBRARY LOAN

	Multiple R	R Square	RSQ Change	Simple R
43-Volunteer Hrs-Wk	0.32963	0.10866	0.10866	0.32963
40D-Sal. P-T Other	0.39616	0.15694	0.04828	0.25474
35-Sal. F-T Hrs-Wk	0.42295	0.17889	0.02195	0.21464
36B-Sal. F-T Bach	0.44391	0.19705	0.01817	-0.01277
36D-Sal. F-T Other	0.45837	0.21010	0.01305	-0.02480
36C-Sal. F-T MLS	0.47332	0.22403	0.01393	0.25438
44A-Volunteer HS	0.48208	0.23240	0.00837	0.19693
40B-Sal. P-T Bach	0.48589	0.23609	0.00369	0.10904
42-Volunteer Staff	0.49093	0.24101	0.00493	0.16099
34-Sal. F-T Staff	0.49354	0.24358	0.00257	0.08618
44C-Volunteer MLS	0.49520	0.24522	0.00164	-0.01557
40C-Sal. P-T MLS	0.49646	0.24648	0.00125	0.16897
41-Sal. P-T Reference	0.50114	0.25115	0.00467	0.12290
44B-Volunteer Bach	0.50210	0.25210	0.00096	0.02482
38-Sal. P-T Staff	0.50294	0.25295	0.00085	0.19551
40A-Sal. P-T HS	0.50727	0.25732	0.00438	0.05494
37-Sal. F-T Reference	0.50760	0.25766	0.00033	0.07386
44D-Volunteer Other	0.50780	0.25786	0.00020	0.23056

FIGURE #17

MULTIPLE REGRESSION SUMMARY TABLE 25D-PHONE ANOTHER LIB

	Multiple R	R Square	RSQ Change	Simple R
35-Sal. F-T Hrs-Wk	0.19637	0.03856	0.03856	0.19637
42-Volunteer Staff	0.25977	0.06748	0.02892	0.17549
45-Volunteer Ref.	0.31262	0.09773	0.03025	-0.16657
39-Sal. P-T Hrs-Wk	0.33167	0.11001	0.01228	0.18376
40D-Sal. P-T Other	0.35615	0.12684	0.01684	-0.02185
44C-Volunteer MLS	0.37299	0.13912	0.01228	-0.13053
36A-Sal. F-T HS	0.38344	0.14703	0.00790	0.11945
36C-Sal. F-T MLS	0.39684	0.15749	0.01046	0.07511
40A-Sal. P-T HS	0.40524	0.16422	0.00673	0.10943
44A-Volunteer HS	0.41120	0.16908	0.00487	0.10115
36B-Sal. F-T Bach	0.41393	0.17134	0.00226	0.06676
44D-Volunteer Other	0.41723	0.17408	0.00274	0.05917
40B-Sal. P-T Bach	0.41923	0.17575	0.00167	0.10520
38-Sal. P-T Staff	0.42172	0.17785	0.00210	0.06001
43-Volunteer Hrs-Wk	0.42461	0.18029	0.00245	0.09175
36D-Sal. F-T Other	0.42653	0.18193	0.00164	0.05626
37-Sal. F-T Reference	0.42888	0.18394	0.00201	0.11496
40C-Sal. P-T MLS	0.43100	0.18576	0.00182	-0.02448
34-Sal. F-T Staff	0.43231	0.18689	0.00113	0.09188
44B-Volunteer Bach	0.43244	0.18701	0.00012	0.10874

FIGURE #18

MULTIPLE REGRESSION SUMMARY TABLE 25E-OTHER SOL. FOR UNANSWERED Q

	Multiple R	R Square	RSQ Change	Simple R
40A-Sal. P-T HS	0.27292	0.07448	0.07448	0.27292
40C-Sal. P-T MLS	0.31253	0.09768	0.02319	-0.14648
37-Sal. F-T Reference	0.33646	0.11321	0.01553	0.13241
36C-Sal. F-T MLS	0.35039	0.12277	0.00957	0.01576
44A-Volunteer HS	0.35935	0.12913	0.00636	0.06486
45-Volunteer Ref.	0.37191	0.13832	0.00919	-0.11577
39-Sal. P-T Hrs-Wk	0.37922	0.14380	0.00549	-0.03076
38-Sal. P-T Staff	0.38584	0.14887	0.00507	0.07996
36A-Sal. F-T HS	0.39293	0.15440	0.00553	0.07073
41-Sal. P-T Reference	0.39654	0.15724	0.00284	-0.05878
40D-Sal. P-T Other	0.40040	0.16032	0.00308	-0.02525
40B-Sal. P-T Bach	0.40455	0.16366	0.00334	-0.06673
36D-Sal. F-T Other	0.40978	0.16792	0.00425	0.00470
36B-Sal. F-T Bach	0.41466	0.17195	0.00403	0.14952
35-Sal. F-T Hrs-Wk.	0.41649	0.17346	0.00152	0.09179
42-Volunteer Staff	0.41834	0.17500	0.00154	-0.03562
44B-Volunteer Bach	0.42025	0.17661	0.00161	-0.03214
43-Volunteer Hrs-Wk	0.42181	0.17793	0.00132	-0.05064
44C-Volunteer MLS	0.42284	0.17880	0.00087	-0.04612
44D-Volunteer Other	0.42329	0.17918	0.00038	-0.05944

FIGURE #19

REGIONAL STATISTICS

	National Average	East South Central	West South Central	Mountain	Pacific	New England	Middle Atlantic	East North Central	West North Central	South Atlantic
4. (%)										
a.	27.6	64.0	51.5	63.9	36.7	20.7	55.0	11.0	27.0	68.6
b.	41.0	46.0	45.5	41.7	70.0	48.0	44.7	87.5	76.0	29.0
c.	31.4	8.0	10.0	23.5	5.6	2.0	9.7	3.7	13.6	0.0
5. (%)										
a.	52.1	40.0	44.0	38.9	53.0	77.5	55.6	45.8	71.8	29.0
b.	18.9	37.5	39.5	35.0	20.0	21.0	2.8	10.0	5.9	50.8
c.	27.7	22.5	16.0	25.9	24.0	1.4	41.0	1.9	22.0	16.9
6. (miles)										
	40.0	38.7	35.9	76.7	57.5	30.0	17.8	35.0	60.0	36.6
9. (population)										
	6,731	7,507	8,277	4,691	8,123	7,202	8,147	5,551	4,422	7,520
10. (population)										
	23,853	37,150	31,683	13,031	40,521	24,825	77,498	38,162	11,828	59,586
11. ($)										
	82,091	77,212	75,493	51,085	127,165	74,432	63,290	70,173	57,380	125,557
12. ($)										
a.	44,227	29,346	28,493	19,614	62,271	58,797	50,067	40,419	32,037	39,818
b.	21,690	34,743	36,279	18,203	30,486	4	2,511	13,189	13,581	45,694
c.	7,428	9,878	4,848	1,497	11,007	3,175	4,263	2,441	4,203	26,772

	National Average	East South Central	West South Central	Mountain	Pacific	New England	Middle Atlantic	East North Central	West North Central	South Atlantic
d.	2,370	1,190	574	1,983	8,379	1,148	631	997	3,790	5,418
e.	6,370	5,386	6,491	1,291	5,535	7,925	6,873	11,488	5,115	4,343
13.	(number)									
a.	0.3	0.5	0.1	0.2	0.6	0.2	0.2	0.1	0.2	0.4
b.	4.6	6.9	3.1	2.9	6.2	2.2	5.8	7.7	3.5	7.6
c.	0.2	0.5	0.1	0.07	0.1	0.1	0.06	0.3	0.2	0.2
d.	0.4	0.5	0.2	0.1	0.3	0.3	0.5	0.5	0.2	0.4
e.	0.5	0.4	0.3	0.2	0.6	0.3	0.3	1.4	0.4	0.4
14.	(%)									
a.	18.9	27.5	27.9	35.0	14.0	31.0	19.0	14.0	35.0	18.5
b.	23.3	45.0	16.0	5.6	14.0	15.5	5.6	11.0	21.0	49.0
15.	(%)									
a.	31.5	22.0	28.6	0	14.0	54.5	66.7	50.0	27.8	25.0
b.	67.7	72.0	71.0	100	85.7	45.5	33.0	50.0	72.0	75.0
16.	(miles)									
	14.0	16.0	19.0	29.7	18.0	8.0	8.0	14.0	14.0	15.9
18.	(%)									
	11.6	17.5	14.0	5.6	14.0	11.0	5.6	9.0	17.6	10.8
	88.4	82.5	86.0	94.0	85.7	88.7	94.0	90.7	82.0	89.0
a.	41.6	14.0	66.7	66.7	28.6	50.0	33.0	40.0	33.0	57.0
	58.4	85.7	33.0	33.0	71.0	50.0	66.7	60.0	66.7	42.9

	National Average	East South Central	West South Central	Mountain	Pacific	New England	Middle Atlantic	East North Central	West North Central	South Atlantic
19. (%)										
a.	71.6	65.0	65.0	85.0	59.0	78.9	75.0	72.0	85.9	56.9
b.	28.4	35.0	34.9	14.8	40.8	21.0	25.0	28.0	14.0	43.0
21. (%)										
	61.0	32.5	62.8	68.5	53.0	74.6	64.8	76.6	62.0	38.5
	38.7	67.5	37.0	29.6	46.9	25.0	34.0	23.0	37.6	61.5
a.	110.0	176.0	43.0	107.6	94.0	62.0	89.9	72.0	98.0	152.0
b.	100.0	96.7	38.9	48.9	65.7	36.9	103.5	181.8	73.0	158.5
c.	50.0	87.0	18.8	20.8	50.0	16.0	36.0	24.6	51.8	106.0
d.	260.0	365.7	101.0	177.5	215.5	122.9	229.0	147.0	223.6	389.6
26. (%)										
a.	23.1	17.5	9.0	27.8	16.0	22.5	24.0	27.6	27.0	20.0
b.	8.9	5.0	4.7	7.4	8.0	5.6	12.0	13.8	10.6	7.7
c.	61.0	72.5	83.7	63.0	69.0	66.0	54.6	51.0	52.9	64.6
d.	7.1	5.0	2.0	1.9	6.0	5.6	9.0	6.9	9.0	7.7
29. (%)										
a.	17.9	19.0	18.0	10.8	19.0	17.0	18.8	15.0	13.0	25.0
b.	16.1	16.0	14.5	14.0	16.0	14.5	18.6	15.7	16.5	17.0
c.	13.0	14.7	14.0	19.0	14.7	15.8	10.7	11.0	13.0	8.5
d.	5.2	8.0	5.0	4.6	8.0	5.0	3.7	4.5	6.0	5.0
e.	10.7	11.0	9.0	10.0	11.0	12.0	10.0	7.6	14.0	10.0
f.	27.0	22.0	23.0	32.0	22.0	23.0	27.5	37.0	23.0	22.8
g.	10.0	8.0	14.9	8.0	8.0	11.0	10.0	7.7	13.0	10.0

	National Average	East South Central	West South Central	Mountain	Pacific	New England	Middle Atlantic	East North Central	West North Central	South Atlantic
30.	(number)									
a.	0.2	0.25	0.16	0.48	0.34	0.14	0.19	0.15	0.22	0.3
b.	0.3	0.22	0.14	0.20	0.38	0.38	0.31	0.65	0.22	0.35
c.	0.2	0.25	0.30	0.24	0.40	0.29	0.20	0.06	0.24	0.26
31.	(%)									
a.	6.3	5.0	7.0	13.0	0	8.5	8.0	3.7	7.0	4.6
	93.5	92.5	93.0	87.0	100	91.5	91.7	96.0	92.9	95.4
b.	5.1	5.0	4.7	11.0	0	11.0	3.7	4.7	4.7	3.0
	94.7	92.5	95.0	88.9	100	88.7	96.0	95.0	95.0	96.9
c.	28.4	22.5	34.9	38.9	14.0	36.6	28.7	18.7	49.0	16.9
	71.5	75.0	65.0	61.0	85.7	63.0	71.0	81.0	50.6	83.0
d.	95.6	97.5	100	100	73.5	97.0	100	96.0	95.0	95.0
	4.2	2.5	0	0	26.5	2.8	0	2.8	4.7	4.6
e.	97.4	97.5	100	100	98.0	100	97.0	94.0	98.8	96.9
	2.4	2.5	0	0	2.0	0	2.8	4.7	1.0	3.0
f.	75.5	75.0	79.0	77.8	77.6	74.6	74.0	80.0	78.8	67.7
	24.3	25.0	20.9	22.0	24.0	25.0	25.9	18.7	21.0	32.0
g.	64.7	62.5	72.0	63.0	46.9	67.6	71.0	63.6	70.6	63.0
	35.1	37.5	27.9	37.0	53.0	32.0	28.7	36.0	29.0	35.0
32.	(%)									
a.	2.9	2.5	46.5	9.0	6.0	0	0.9	4.7	2.4	27.7
b.	40.2	32.5	7.0	27.8	32.7	25.0	49.0	62.6	25.9	3.0
c.	5.9	65.0	46.5	1.9	20.0	7.0	5.6	6.5	5.9	69.0

	National Average	East South Central	West South Central	Mountain	Pacific	New England	Middle Atlantic	East North Central	West North Central	South Atlantic
33. (hours)										
	38.7	42.5	43.5	34.0	39.9	31.0	37.5	40.0	31.5	48.0

CONCLUSIONS

It was not assumed when this project was completed that it would answer all of the questions and/or circumstances either related to reference services or rural public libraries in the United States. The preliminary data given as the text of this document were intended rather to constitute only the first step in gathering information and attempting to describe some of the dynamics that confront the public librarian in rural America as he/she attempts to provide information services.

A highly justifiable question to ask of the author, therefore, is "What has been learned?" There can be little doubt, even for the least objective minded individual that the goal of this research was achieved. It has provided a proverbial gold mine of information. That was "relatively" easy since little data existed before. But tne question still needs to be posed, "What new knowledge now exists as a consequence of this investigation?"

It is the author's view that the most significant results of this study may now be the ability to provide descriptive models of rural libraries in the United States. Beginning with a legally defined (by the U.S. Bureau of the Census) rural library, we now know that on an average this library is located in a town of 1,255 people with a service area equal to almost four times that population, i.e., 4,690; it is 53 miles away from a city of 25,000 or more individuals, and some library patrons must travel 12 miles for library services; its annual budget is equal to $28,000 and federal funds provide only three percent of the total; this library is open 25 hours/week and its book collection consists of 14,398 volumes[25] - the only other library available in the service area is that of a public or private school where few additional resources can be found; the library's staff consists of three salaried individuals, and the odds are only one out of ten of finding a librarian

with a Master of Library Science degree - 25% of the staff consists of volunteers; in terms of equipment this library probably has a telephone and typewriter but it has no duplicating equipment and there is only an even chance that is has a photocopier; and, while four out of ten libraries are connected to the OCLC system, it is almost entirely disconnected from the services provided by DIALOG or any other electronic data base vender.

There is a close statistical relationship between the model library generated as a consequence of this total investigation and the rural library just described. This library is in a town of 6,731 people serving a population area of 23,853; it is 40 miles away from a city of 25,000 individuals and some library patrons must travel 14 miles for service; its annual budget is $82,000 of which three percent is derived from federal sources; the library is open 39 hours/week with only the public/private school library available for assistance; the staff consists of three and one half salaried persons with a one in four chance of one of those individuals being academically trained - 25% of the staff consists of volunteers; while this library has the use of a telephone, typewriter and photocopier it, likewise, has no duplicating facilities; and, while there is a two out of five chance that this library is connected to the OCLC network, there is only a one out of ten chance that it is linked to an electronic data base vendor such as Lockheed Dialog.

The effort which culminates with this paper will be considered modestly successful if it not only brings attention to the environment in which the public library staff member attempts to provide information services to rural Americans, but encourages the development of further consideration which ultimately will bring about positive change.

REFERENCES

1. Mary Lee Bundy, et. al., Reference Service in American Public Libraries Serving Populations of 10,000 of More. (Urbana, Illinois: University of Illinois Library School, Occasional Papers, Number 61, 1961.)

2. Vance W. Grant and Leo J. Eiden, Digest of Education Statistics, 1980. (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1980), 219.
   Unfortunately, the NCES has now dropped the population table of 10,000 - 24,999 from its LIBGIS (Library General Information Survey) tabulations. Unless it is reinstated future comparisons will be impossible.

3. The reader is invited to consider the entire research that was reported in: "Information Services and the Rural Library," Library Trends, 28, No. 4 (April, 1980): 563-578.

4. Helen Eckard, Statistics of Public Libraries, 1977-1978. (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1982), 2.

5. It is this author's view that more use will be made of volunteers in the future. An interesting commentary on this appears in the article by Mary Jo Detweiler, "Volunteers in Public Libraries: The Costs and Benefits," Public Libraries, 21, No. 3 (Fall, 1982): 80-82.

6. Pennsylvania State Library, Bureau of Library Development, Pennsylvania Public Library Statistics, 1980. (Harrisburg: Pennsylvania Department of Education, 1982), 101.
   Interestingly, beginning with 1980 the State Library has begun reporting and defining "volunteers" to be only those who work at least five or more hours/week.

7. In terms of absolute numbers, Pennsylvania's rural population of 3,645,000 people is the largest in the United States. This is based on the legal definition of rural, i.e., a town of under 2,500 people.

8. Gordon F. DeJong. "The Revival of Rural Population Growth." Rural Development. (University Park, Pennsylvania: The Pennsylvania State University, Cooperative Extension Service, 1980.)

9. Statistics of Public Libraries, 1977-1978, 8.

10. Although not dealing specifically with rural school libraries, readers will find Jack Luskay's article "Current Trends in Library Media Centers," in the Winter, 1983, issue of Library Trends, to be an interesting review of reference services in the changing school library/media center.

11. On page two of this document it was mentioned that a pre-test of the questionnaire used in this research project was conducted among 56 librarians in Ohio, New York, and Pennsylvania. This researcher used those 56 responses to do an initial tabulation of question 17. While the precentages vary slightly, the response order is the same as seen on page 14. Catholic Library World will publish the results of question 17 of the pre-test in a future issue under the title "The Meaning of Reference Service - From the Field."

12. This document is available from the American Library Association, Reference and Adult Services Division, Chicago, Illinois. The newest book on the topic of policies and guidelines is Bill Katz's and Anne Clifford's (eds.) entitled, Reference and Online Services Handbook. (New York: Neal Sherman Publishers, 1982.)

13. Highlighting (or simply introducing) library services continues to be a crucial concern. During June, 1982, students in the School of Library Science completed a modified Planning Process for the Clarion Free Public Library. While the Library and its staff received "high marks," the greatest concern elicited from those surveyed was that they were uncertain actually what services were available. It is, of course, vital that rural librarians understand what marketing library services means to them. The "bible" on macromarketing at the present is Philip Kotler's, Marketing for Nonprofit Organizations. 2nd ed. (New Jersey: Prentice-Hall, Inc., 1982.)

14. For a modest comparision of similar research questions, readers are invited to consider an article by this author to be published in a future issue of Library Journal entitled, "A Struggle for Survival - Reference Service in the Small Public Library."

15. The origional definitions of "reference" and "directional" questions came from Katherine Emerson, "National Reporting on Reference Transactions, 1976-78." RQ, 16 (Spring, 1977): 199-207. Today, those interested in reference services in public libraries should consult, Douglas Zweizig and Eleanor Jo Rodger, Output Measures for Public Libraries. (Chicago: American Library Association, 1982), for the development of quantifiable categories.

16. In relation to telephone reference questions only, 190 public libraries in Iowa averaged approximately only 21 questions/week. A major explanation of this circumstance, however, certainly develops from the fact that only 57.5 percent of the libraries answered questions by telephone. Michael Phipps, Charles L. Frieden and Frederick Wezeman, Reference/Information Sciences in Iowa Libraries. (Ames: The University of Iowa, School of Library Science, 1969), 25.

17. Not surprisingly some of these categories were also identified by Ann Hayes Drennan and Anne Shelby, "Library and Information Service Needs of the Geographically Remote," in Carlos A. Cuadra (ed.) Library and Information Service Needs of the Nation (Washington, D.C.: National Commission on Libraries and Information Science, 1974), 186-189.

18. "Information Services and the Rural Library," 574.

19. Thomas Childers, "The Test of Reference," Library Journal, 105, No. 8 (April 15, 1980): 924-928.

20. "Library and Information Service Needs of the Geographically Remote," 172.

21. Copies of the "Library Education and Personnel Utilization" statement may be obtained from ALA's Office for Library Personnel Resources.

22. State libraries and state library agencies could do a great deal to ameliorate a study of this matter by providing more exhaustive statistics on staffing patterns in state library directories. As it is now some state compilations

do not distinguish between professional and supportive levels of staff members. Staffing is declared in some state directories as simply full time as oppossed to part time levels. More concern, generally speaking, seems to be exerted in relation to such things as books per capita, etc., rather than a careful delineation of employment patterns.

23. Although the nonavailability of telephones was not as striking as the situation among Iowa libraries where 33 percent were without telephones. Reference/ Information Services in Iowa Libraries, 25.

24. Interestingly, however, 53 percent of all public libraries in the United States were open less than 40 hours per week. But 77.5 percent of public libraries under 10,000 population were open less than 40 hours per week, Statistics of Public Libraries, 1977-78, 127.

25. A tabulation was done, after the survey was completed, of the number of books held by Sample B libraries. Data were taken from the American Library Directory, 1980.

APPENDIX "A"

LIBRARY QUESTIONNAIRE

1. Name of Library _____

2. Address of Library _____

   Telephone Number _____

3. Name of individual completing this questionnaire _____

   Title _____

4. To what type of library system(s) does your library belong? check all appropriate blanks:

   _____ County _____ Munti-county _____ Other (Please explain)

   _____

5. IS your library a:

   Municipal _____ County _____ Other _____ (Please explain)

   _____

6. How many miles away is the closest city of over 25,000 population? _____ miles.

7. Staff

	Number	Hours/Week	Number/Helps With Reference
Salaried, Full-time	_____	_____	_____
Salaried, Part-time	_____	_____	_____
Volunteers	_____	_____	_____

8. Educational background of staff who help with reference.

Education	Number
High School Diploma	_____
College Degree	_____
Master of Library Science	_____
Other. Please explain.	_____

_____

_____

9. If your library is a municipal library, what is the population of the municipality? _____ population.

10. If you library serves areas beyond the municipality, what is the population of this service area? _____ population.

11. Your library's annual budget for the fiscal year ending 1980 _____.

12. Sources of budget funds:

	$
Local	_____
County	_____
State	_____
Federal	_____
Other _____ (Please explain)_____	

13. In the area served by your library (without a fee), what other libraries can be found? Please give the number of each:

Junior or community college _____ College or university _____

Public or private school _____ Special library _____

Technical school (post high school) _____

14. Does your library offer the following services:

Books-by-Mail _____

Bookmobile _____

15. If your library has bookmobile service, is reference service provided?

Yes _____ No _____

(a) If "yes," please comment. _____

_____

16. What is the approximate maximum distance that a patron must travel in your service area (without a user fee) to reach your library? _____

17. How do you define the reference service that you offer? Please comment:

_____

_____

18. Do you have a written policy statement on the reference service that you offer? Yes _____ No _____

(a) If "Yes," did you consult any published standards or guidelines to make up your policy on reference service? Yes _____ No _____

(b) What documents did you use? _____

_____

19. Do you have a policy against answering any specific type(s) of questions?

Yes _____ No _____

(a) If "Yes," please comment on the type(s). _____

_____

20. Which of the following does your library provide?

	Never	Occasionally	Standard Service
(a) Directing patrons to community resources	_____	_____	_____
(b) Assisting patrons in selecting books	_____	_____	_____
(c) Helping patrons find answers	_____	_____	_____
(d) Tours of your library	_____	_____	_____
(e) Preparing bibliographies for patrons	_____	_____	_____
(f) Giving individual instruction in library use	_____	_____	_____
(g) Answering telephone questions	_____	_____	_____

21. Do you keep a record of the number of questions asked? Yes _____ No _____
Even if you do not keep a record, give the best estimate for the following:

Type of Questions	Average number of questions per week (1980) In Library	By Telephone
(a) Directional (Questions which help in locating things in the library. EXAMPLE: "Where is the telephone directory?")	_____	

Type of Questions	Average number of questions per week (1980) In Library	By Telephone
(b) Reference (Questions which may include the use, knowledge or interpretation of information sources. EXAMPLE: "What is the population of Chicago?")	_____	_____

22. Do the reference questions that you receive fall into a few major types? Please identify three of these, listing them from questions more frequently asked to those less frequently asked.

(a) _____

(b) _____

(c) _____

23. What are the most common types of questions that you cannot answer? Please list three, starting with the more frequently asked questions and working to the less frequently asked.

(a) _____

(b) _____

(c) _____

24. Indicate the reasons that your library cannot answer the information requests. Please number the following categories from 1 (for a major difficulty) to 5 (for a minor difficulty); 2, 3, and 4 would represent some middle level of difficulty.

_____ (a) Questions too technical

_____ (b) They fall into a category we do not answer. (As, for example, diagnosis of a medical problem).

_____ (c) Lack of the needed reference materials

_____ (d) Lack of specialized reference staff

_____ (e) Other. Please indicate what the other problems are:

_____

_____

_____

25. How do you handle reference questions you cannot answer? Please list those methods most often used to those least often used, again, using the number 1 for the method most frequently used and number 5 for the method least frequently used. (Again, 2, 3, and 4 should be used for the in between levels.)

_____ (a) Direct patron to another library.

_____ (b) Direct patron to an information source other than a library. Please list the two most common sources:

(1) _____

(2) _____

_____ (c) Interlibrary loan for special information materials not in your library.

_____ (d) Telephone another library and locate the information.

_____ (e) Other. Please comment: _____

26. Do you think that patrons in your area have information needs that they do not bring to the library? Please comment giving examples.

_____

_____

_____

27. Could your library handle these unspoken information needs? Please comment:

_____

_____

_____

28. If your library could not presently provide the information needs discussed in #26 above, what additional resources (e.g., staff, reference tools, etc.) would be required to handle these problem?

_____

_____

_____

29. Please estimate the amount of your daily work time spen. doing the following:

	% of time
(a) Answering reference questions (all types)	_____
(b) Selection of library materials	_____
(c) Cataloging library materials	_____
(d) Library instruction	_____
(e) Public relations activities	_____
(f) Administration	_____
(g) Other, Please specify _____	_____

30. Are there any other information services in your community, in addition to your library and the libraries you identified in question #13? Please indicate the number below.

(a) _____ Information and referral/neighborhood information center

(b) _____ Emergency hotline

(c) _____ Other. Please describe briefly. _____

_____

31. Do you have the following equipment?

	Yes	No
(a) Telephone	_____	_____
(b) Typewriter	_____	_____
(c) Photocopying machine	_____	_____
(d) Teletype machine	_____	_____
(e) Word processing equipment	_____	_____
(f) Duplicator (e.g., ditto machine)	_____	_____
(g) Other _____	_____	_____

32. Some libraries have made some use of mechanization, automation, and provision of access to on-line information systems. Sometimes this use is indirect, for instance, automated cataloging may be done through a larger administrative unit. Please check the appropriate blanks:

	Use directly in library	Use indirectly through another library	Plan future use (next 5 yrs)
(a) OCLC, Inc.	_____	_____	_____
(b) Lockheed Dialog, etc.	_____	_____	_____
(c) In-house microcomputer	_____	_____	_____

(d) Other. Please comment on any other such services: _____

_____

33. How many hours is your library open for service per week? _____

34. What is your biggest problem in providing reference service? Please comment:

_____

_____

_____

_____

APPENDIX "B"

STAFFING - EDUCATION

1. Name of library _____ _____ Number _____

2. Address _____

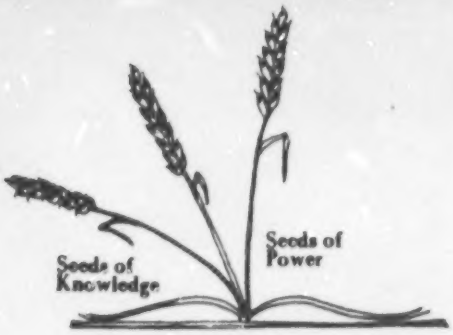
3. Telephone _____

4. Librarian _____

7. Staff

			Training-Highest Level				
	Number	Hours/Wk.	H.S.	Bachelor's	M.L.S.	Other	Number/Helps with Reference
Salaried F-time	_____	_____	_____	_____	_____	_____	_____
Salaried P-time	_____	_____	_____	_____	_____	_____	_____
Volunteers	_____	_____	_____	_____	_____	_____	_____

Explanation of other _____



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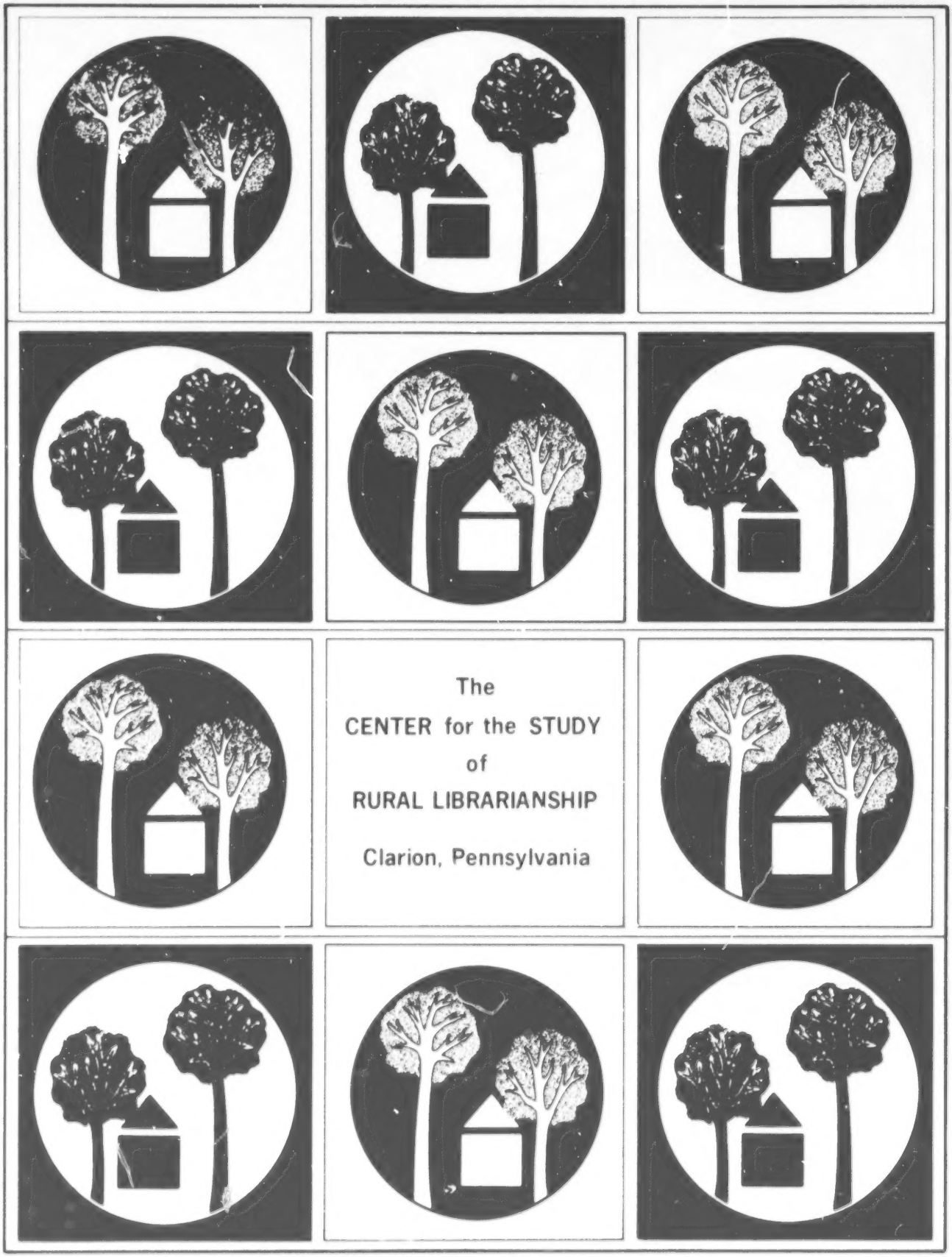
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